



**A STUDY OF TEACHER BURNOUT AT SECONDARY
SCHOOL STAGE IN RELATION TO SCHOOL CLIMATE,
LOCUS OF CONTROL, ROLE COMMITMENT AND
SOCIO-ECONOMIC STATUS**

**ABSTRACT
THESIS**

SUBMITTED FOR THE AWARD OF THE DEGREE OF

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IN

EDUCATION

BY

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Under the Supervision of
Dr. GUNJAN DUBEY
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ALIGARH (INDIA)**

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ABSTRACT

Introduction:

Since time immemorial, great emphasis has always been placed on the three most important things in a person's life - God, Parents and Teacher. Everyone is instilled with the belief that a teacher is always the door to knowledge. The most ancient literature not only in India but also of the World, the Vedas have rightly observed, "Matru Devo Bhavo, Pitru Devo Bhavo, Acharya Devo Bhavo" i.e. the Mother, the Father and the Teachers have been given the highest regard by the society. They have been considered equivalent to God. Teachers are among the oldest of society's occupational groups. Teaching is sometimes referred to as the "mother of professions". Teaching is one of the noblest of all professions with guaranteed life long respect and awe. A teacher holds every dream and aspiration of a student in the hollow of his hand to shape and mould as he will.

There is a feeling among some people and even among a section of teachers also that people enter this profession with hope, enthusiasm and vigour but something either in the system of education itself or personal factors or the social or administrative environment of the school demoralize them, reduces their interest and gradually develops unfavorable attitude toward this profession. Besides this, a teacher faces a classroom full of students everyday, negotiate potentially stressful interactions with parents, administrators, counselors and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability. This develops some stress among teachers. This stress frustration and negative attitude results into teacher burnout. Burnout has a negative impact on teachers and the pupils they teach as well. Large proportion of uncommitted teachers may jeopardize the teaching learning process of school system and have also negative effects on student performance. It was in this specific context, this study was undertaken to provide empirical answers to few questions that determine burnout among secondary school teachers and to specifically examine the relationship of school

climate, locus of control, role commitment and socio-economic status of teachers to burnout. The study was specifically titled as-

“A study of Teachers Burnout at Secondary School Stage in relation to School Climate, Locus of Control, Role Commitment and Socio-Economic Status”.

OBJECTIVES OF THE STUDY:

The study achieved the following specific objectives-

1. To study the levels of teachers burnout at secondary school stage.
2. To find out the relationship between school climate and teachers burnout at secondary school stage.
3. To find out the relationship between locus of control and teachers burnout at secondary school stage.
4. To find out the relationship between role commitment and teachers burnout at secondary school stage.
5. To find out the relationship between socio-economic status of secondary school teachers and their burnout.
6. To study if the teacher burnout varies with some demographic variables such as
 - a. Age
 - b. Gender
 - c. Marital Status
 - d. Educational Qualification (trained/ untrained)
 - e. Government and private school teachers
 - f. Family (single/joint)
 - g. Teaching streams (science/arts/commerce)

7. To study the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers burnout at secondary school stage.

THE HYPOTHESES:

Corresponding to the objectives of this study, following null hypothesis were framed for empirical verification.

- H1- Majority of secondary school teachers do not face burnout during teaching profession.
- Ho2- There is no significant relationship between school climate and teachers burnout at secondary school stage.
- Ho3- There is no significant relationship between locus of control and teachers burnout at secondary school stage.
- Ho4- There is no significant relationship between role commitment and teachers burnout at secondary school stage.
- Ho5- There is no significant relationship between socio-economic status and teacher burnout at secondary school stage.
- Ho6.1- There is no significant difference among teachers belonging to different age groups with respect to burnout.
- Ho6.2- There is no significant difference between male and female teachers with respect to burnout.
- Ho6.3- There is no significant difference between married and unmarried teachers with respect to burnout.
- Ho6.4- There is no significant difference between trained and untrained teachers with respect to burnout.

- Ho6.5- There is no significant difference between government and private school teachers with respect to burnout.
- Ho6.6- There is no significant difference between teachers belonging to single and joint family with respect to burnout.
- Ho6.7- There is no significant difference among teachers of science, arts and commerce teaching streams with respect to burnout.
- Ho7- There is no relative contribution of school climate, locus of control, role commitment and socio-economic status on teacher burnout at secondary school stage.

Method and Procedure

The present research work has been undertaken to study the Teacher's Burnout in relation to school climate, locus of control, role commitment, and socio-economic status at the secondary. The descriptive survey research method was adopted to complete this study. All the teachers teaching at secondary school level in Allahabad district of Uttar Pradesh were defined as the population for this study during the year 2008-09. Since this population was very huge, a sample of 465 teachers, teaching at secondary school stage was selected through cluster sampling technique. For this, out of secondary schools whether the government and private, 58 schools were selected and then all the teachers enrolled in these 58 schools were taken into the sample. The tools were administered personally. Overall response rate of 77.4% was obtained.

Tools of the study:

Burnout Scale (Maslach Burnout Inventory), Organizational Climate Scale (OCI), Locus of Control Scale (LOC), Teachers Role Commitment Scale (TRCS) and Personal Data Sheet was used by the investigator.

Findings:

The major findings related to objectives of this study are as follows.

1. Majority of the secondary school teachers were found to suffer from mild to moderate degree of burnout.
2. The motivational level, support system and warmth dimensions of school climate was found to be statistically significant correlated with burnout of secondary school teachers. School climate as a whole was found to be significantly correlated with teacher burnout.
3. Emotional exhaustion, depersonalization, and personal accomplishment dimensions of burnout had significant correlation with few dimensions of locus of control.
4. Burnout as a total had significant correlation with powerful others dimension of locus of control.
5. Locus of control as a whole was not significantly correlated with teacher burnout.
6. Burnout as a total was not found to have any significant relationship either with the role commitment or with its dimensions while emotional exhaustion, depersonalization, and personal accomplishment dimensions of burnout were found to be significantly related with certain dimensions of role commitment.
7. Burnout was found to be significantly correlated with income groups. The teachers belonging to income group fourth scored more on burnout than rest of income groups.
8. No significant correlation was found between burnout and age groups of secondary school teachers.

9. Significant difference was found in male and female teachers over depersonalization dimensions of burnout. Male teachers were found to suffer more burnout than their female counterparts.
10. Marital status was not found to play any significant role in the burnout of teachers.
11. With regard to the effect of training over burnout, no significant difference was found between trained and untrained school teachers.
12. Type of school was found to be significantly related with the teacher burnout. Government teachers were more burned out than private secondary school teachers.
13. Type of family was not found to be significantly related with teacher burnout.
14. Science teachers were found to be significantly more emotionally exhausted than their arts and commerce counterparts.
15. The total burnout score can be predicted on the basis of type of school, support system and warmth as these independent variables (dimension) school type, support system and warmth combine in regression equation, account for about 6% variance in the predicted variable, i.e. burnout.
16. The emotional exhaustion dimension of burnout can be predicted on the basis of powerful others, individual control, type of school and support system. These independent dimensions powerful others, individual control, type of school and support system combine in regression equation, and account for about 14% variance in the emotional exhaustion dimension of burnout.
17. The depersonalization dimension of burnout can be predicted on the basis of school type, individual control and powerful others dimensions of LOC, student, sex and motivational level. These independent dimensions

school type, individual control, powerful others, student, sex and motivational level combine in regression equation, account for about 13% variance in the depersonalization dimension of burnout.

18. The personal accomplishment dimension of burnout can be predicted on the basis of individual control, chance control and warmth. The multiple regression analysis suggest that the independent dimensions individual control, chance control and warmth combine in regression equation, account for about 11% variance in the predicted variable i.e. personal accomplishment dimension of burnout.

Conclusions:

- 1: “Most of the teachers face somewhat moderate to moderate level of burnout”.
- 2: “School climate is an important factor related to burnout of teachers”.
- 3: “Locus of control is closely linked to the teacher burnout”.
- 4: “Role commitment of teachers affects the dimensions of burnout”.
- 5: “Socio-economic status affects the teachers’ burnout”.
- 6: “Age, marital status, educational qualification, and family are not related to burnout of teachers”.
- 7: “Male teachers are more burned out than female teachers”.
- 8: “Government teachers have more burnout than private teachers”.
- 9: “Science teachers are more burned out than arts and commerce teachers”.
- 10: “Sex, school type, commitment towards student, school climate and locus of control are the main predictors of burnout and its dimensions.”



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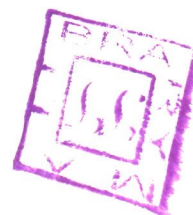
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ALIGARH (INDIA)



2012



17 SEP 2014



T8287

Dedicated
To
My Parents

Dr. (Mrs.) Gunjan Dubey
Associate Professor



Department of Education,
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Dated..26/03/12....

Certificate

This is to certify that **Sushma Singh** has carried out her Ph.D. research work entitled, *“A study of Teacher Burnout at Secondary School Stage in relation to School Climate, Locus of Control, Role Commitment and Socio-Economic Status”* under my supervision and guidance.

To the best of my knowledge, the work is her original contribution and outcome of her sincere efforts. It has not been submitted in any other university or institution for the award of any degree or diploma. I recommend that the candidate be allowed to submit the thesis for the award of the degree of Doctor of Philosophy in Education.

A handwritten signature in black ink, appearing to read "Gunjan Dubey", written over a horizontal line.

Dr. Gunjan Dubey
(Supervisor)

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First and foremost, I am thankful to almighty God for his blessings that always help me to achieve the objective including the completion of the present Research Report.

It is indeed a matter of pride for me to have completed my Ph. D. work under the supervision of Dr. Gunjan Dubey, Associate Professor, Department of Education, Aligarh Muslim University, Aligarh. No formal words of thankfulness or gratitude can represent my indebtedness to her for invaluable help and scholarly insightful and critical guidance starting from the formulation of the problem to the final shaping of the research report. I received utmost benefit from her advice and suggestions at each and every stage in spite of her very busy schedule and being overburdened with work.

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Sushma Singh
(Sushma Singh)

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Chapter - I

Introduction

INTRODUCTION

Since time immemorial, great emphasis has always been placed on the three most important things in a person's life God, Parents and Teacher. Everyone is instilled with the belief that a teacher is always the door to knowledge. The role of teachers in life and culture of the people has been eulogized through the ages both in the East as well as West. The most ancient literature not only in India but also of the World, the Vedas have rightly observed, "Matru Devo Bhavo, Pitru Devo Bhavo, Acharya Devo Bhavo" i.e. the Mother, the Father and the Teachers have been given the highest regard by the society. They have been considered equivalent to God.

Teachers are among the oldest of society's occupational groups. Teaching is sometimes referred to as the "mother of professions". Teaching is one of the noblest of all professions with guaranteed life long respect and awe. A teacher holds every dream and aspiration of a student in the hollow of his hand to shape and mould as he will. Sometimes, even the teacher may never realize that his or her student might be adopting his outlook and views about life. Student tends to copy the behavior and mannerism of the teacher. The teachers' entire personality is a reflection on the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as an ideal conduct unconsciously. The ideal teacher is one who through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the student to copy, follow and emulate, so the teachers should have a balanced personality. The teacher inspires and influences the personality of the student and installs in him a thoughtful awakening, a new life and belief.

Teaching is an occupation in which individual conduct must be regulated for the good of society. It is an occupation with a high potential social value is unquestioned. The effective teacher can vitally influence for the better the lives of adult citizens of tomorrow. Of all the different factors which influence the

quality of education and its contribution to national development, the quality, competency and character of teachers are undoubtedly the most significant. Teacher is required to play the role of a perceiver who recognizes the potential of the student; an architect who design the activities accordingly; an engineer who shapes their personality and gives them a spark to move ahead; a trainer who gives suitable training; a doctor who cures the disorder in his personality; a manager who manages multidimensional task of stimulating their desire for knowledge; preparing the curriculum for them and presenting it in an effective manner; and above all, a leader to take initiative and lead them to explore the unexplored.

That is why a small word ‘Teacher’ reflects a magnificent mixture of the most precious qualities of excellence in mankind. He serves as showers that transform even a wasteland into a greenland.

Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and, apart from parents are the main source of knowledge and values for children. Dr. Radhakrishnan (1949) in the report of University Education Commission has aptly observed, “The Teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual, but also, so to say, the destiny of the nation”.

Good education requires good teacher (UNESCO’s World Education Report, 1995). Teacher is the pivot of any educational system. On him rests the failure or the success of the system. The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher. The people of a country are the enlarged replica of their teacher. They are the real nation builders. If the teachers are well educated and if they are intellectually alive

and take keen interest in their job, then only, success is ensured. But, if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail.

Both the lay public and professional educators generally agree that the “goodness” of an education program is determined to a large extent by the teaching. The identification of qualified and able teaching personnel therefore constitutes one of the most important of all educational concerns. Obtaining capable teachers is an intrinsic interest and obligation of education. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings, and text books and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole program is likely to be ineffective and largely wasted.

The teacher plays as dynamic force in our lives. The role of “Teacher” is important as a compass needle as the direction finder. He is the backbone of entire education process. Successful teacher always know his subject and the philosophy of education. The teacher often acts as a democratic leader possessing qualities like thoughtfulness, honesty, sympathy, respect. The quality of education depends upon the quality of teacher. It is said that a teacher lives in his pupil. That is to say the treasure of knowledge of a teacher is inherited by his pupils that extend the same to the whole mankind. But pressures of dream and wish dominate the mental life and the focus of education is now a days more on killing competition. This removes the joy of learning and gives much burden on brains. Teacher should always be ready for guidance and should focus on human personality.

Role of teacher and his life style, philosophy, behavior, knowledge, influence can affect the society. It is expected from the teacher that he is to abide by standards of behavior and he should not be thought of as an aggressive element in the society. Misbehavior, misconduct, poor performance, indifference attitudes of some teachers mar the effectiveness of the institutions and tarnish the image of organization.

This is sad that the cream amongst the teaching community those who have good communication skills, superior knowledge base, or relationship skills in addition to academic qualification are fast migrating to lucrative jobs in the software industry and call centers. The importance of a teacher as an architect of our future generations demands that only best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. As a result, there is a popular perception that a person should take to teaching as a profession only if he/she is unable to find a better job. When teacher set high standards for themselves and when they never achieve then teacher feel a gap between their self ideal and self concept. This makes the sense of failure and guilt and they find themselves the focal point of criticism. Teaching is a complex and challenging activity. There should not be any conflict that creates a serious threat to the mental health of teachers. Fear, laziness, brooding, egoism are the obstacles for teacher.

Teachers pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. In the developed world, young people don't want to become a school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated.

Teaching is a stressful occupation. Something either in the system of education itself or personal factor or the social or administrative environment of the school demoralize teachers, reduce their interest and gradually develops unfavorable attitude towards this profession. A teachers needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitment. A teacher faces a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors and other teachers, and ensures student meet increasingly strict standards of accountability. This develops some time stress among teachers. This stress, frustration and negative attitude results into teacher burnout. Burnout may be the endpoint of coping unsuccessfully with chronic stress. Teachers stress and burnout have affected and will continue to affect the lives of teachers and their families, students and their families and all of society.

Teachers who are excessively stressed or face burnout may be angry, anxious, depressed, cynical, and emotionally and physically depleted. On the students as burnout teachers may be relatively impaired in the quality of teaching and commitment , may give less information and less praise, show less acceptance of student ideas, and interact less with students. Thus burnout has a negative impact on teachers and the pupils they teach as well. Large proportion of uncommitted teachers may jeopardize the teaching effectiveness of the school system and have also negative effects on student performance.

1.1 BURNOUT

“Burnout”, a term originally coined by Freudenberger (1974) to describe healthcare workers who were physically and psychologically depleted, is now commonly associated with human service professionals such as teachers, nurses, social workers, police officers physicians and therapists.

Burnout is a label used to define the stress experienced by those who work in interpersonally intense occupations subject to chronic tension (Cunningham, 1983), such as teaching. This form of stress manifests itself as a state of physical, emotional, and cognitive exhaustion that produces feelings of alienation, indifference, and low self regard (Huberman, 1993b). Stress if it is building cumulatively, depletes a person's psychological resources and takes the form of burnout. In fact burnout has been an important concept in recent years, of concern of the academicians, researchers and practitioners in education, as educational system are the providers to the delivery of human services to large populations. There have been reports of considerable rate of occupational stress and burnout among educators and teachers. The numerous researches have demonstrated certain consensual features. The consensus is that burnout is an individual level problem, and a negative experience involving one's cognitive and affective characteristics. It is the end result of prolonged stress experiences not adequately coped with for a long time, and then being presented in multiple symptoms, such as emotional exhaustion, irritability, psychosomatic diseases, belittling of self and others and even dehumanization.

The initial conceptualizations of burnout during seventies were based on experiences of people working in human services and health care (Maslach, 1976). These were largely descriptions of the phenomenon of burnout to prove it an uncommon response of employees, which could not be ignored by the practitioners. These conceptual approaches to burnout put forth multiple causes of burnout, ranging from intra-individual (e.g., personality characteristics), to interpersonal (conflicts between helpers and recipients of care and support), and organizational causes (role conflicts, role ambiguity and work load). The work place stress has been found related to a number of deleterious and costly individual problems (headaches, gastrointestinal disorders, anxiety, hypertension and depression) and organizational outcomes (e.g., Job

dissatisfaction, burnout, accidents productivity loss, absenteeism and turnover). In the eighties the focus shifted to empirical researches, particularly to the conceptualization and assessment of burnout (Maslach and Jackson, 1981). The two most used definitions by researchers of time are of Pines, Aronson and Kafry (1981) and Maslach (1982). Pines, Aronson and Kafry referred to burnout as physical, emotional and mental (attitudinal) exhaustion, while Maslach called it a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment. Freudenberger and Richelson (1980) even equated burnout with stress and observed that it is caused by the relentless pursuit of success. Burnout is a process, which begins in perceived stress and affects the individual, and is explained differently by each individual (Farber, 1984). The nineties has been marked further, by the researchers' use of the sophisticated methodology and statistical techniques in building theoretical models, and branching out beyond the human care and education to include clerical, managerial and computer technology groups, etc. It has been argued that not much existed to theoretically justify the need of limiting burnout to human service professions (Maslach and Leiter, 1997; Schaufeli and Enzman, 1998), since the stressors that lead to burnout in human service and care pervade the other work settings as well (Buunk, De Jonge, Ybema and De Wolff, 1998). An understanding of burnout is important, as it could be a widespread problem among varied types of professionals. It may be possible to reduce / control it, given a better understanding and insight into the causes, the process and outcomes of burnout.

Freudenberger (1974) has identified burnout as cynicism, negativism, inflexibility, and rigidity of thinking, unhappiness, boredom, psychosomatic symptoms, and a condition in which helping professionals wear out in their pursuit of impossible goals. Burnout has also been seen as exhaustion, depersonalization, a sense of reduced personal accomplishment, chronic fatigue, depression and a desire to withdraw. Spaniol and Caputo (1979) see

burnout as the inability to cope with the stress of work and personal life. Calamidos (as stated in Cedoline, 1982) identifies burnout as comprising a set of five stages, including physical burnout, intellectual burnout, social burnout, psycho-emotional burnout, and finally spiritual burnout. Burnout ought not to be thought of as fatigue or Job dissatisfaction – a point that Maslach (1982) and Cherniss (1980) both make. If burnout represents a serious, changed attitude toward a role than it should be more global than attitudes about specific aspects of role.

Cherniss (1980) describes burnout as, “a process in which the professional’s attitudes and behavior change in negative ways in response to job strain”.

Maslach and Jackson (1982) have come to view burnout as a loss of idealism and enthusiasm about work (or about a role) characterized by exhaustion, depersonalization, depression and low morale, and withdrawal.

Maslach and Jackson (1986) have conceptualized burnout as encompassing the tripartite components of emotional exhaustion, depersonalization and reduced personal accomplishment. Specifically, emotional exhaustion refers to the feelings of being emotionally drained by intense contact with other people; depersonalization refers to the negative attitude or callous responses toward people; and reduced personal accomplishment refers to a decline in one’s sense of competence and of successful achievement in working with people (Maslach, 1986; Maslach & Jackson, 1986)

According to Jackson (1983) and Turnipseed (1988), they said that occupational stress causes burnout and linked it to reduced organizational efficiency and work related problems such as poor quality of work, turnover and low morale.

Burnout has been identified as one type of chronic response to the cumulative, long term negative impact of work stresses (Capel, 1987). It is regarded as an

individual negative affective experience occurring as a result of chronic work stress (Chan & Hui, 1995)

Teacher burnout, however, is not a novel phenomenon but has always been around masquerading, for example, as job dissatisfaction and worker alienation (Farber, 1984b). In the past years, teacher burnout has become a topic of investigation. This concern stems from a general view that teacher burnout may have a negative impact on the teachers themselves leading, for example, to emotional and physical ill health, and on the students as burnout teachers may be relatively impaired in the quality of teaching and commitment, may give less information and less praise, show less acceptance of students' ideas, and interact less with students (Kyriacou, 1987; Mancini, Wuest, Vantine & Clark, 1984)

Teaching is highly stressful Job (Borg, 1990), teachers show marked individual differences in their reactions to different stressors in the teaching profession (Milstein & Farkas, 1988), with some teachers developing more psychological symptoms than others, varying from mild frustration, anxiety, and irritability to emotional exhaustion as well as more severe psychosomatic and depressive symptoms (Dunham, 1992; Farber, 1984; Kyriacou & Pratt, 1985; Kyriacou & Sutcliffe, 1978; Schonfeld, 1992; Seidman & Zager, 1991). In general, the more severe individual negative affective experience has often been described as teacher burnout. Teacher burnout has increasingly received recognition as a widespread problem and global concern in recent years (Boyle, Borg, Falzon, Baglioni, 1995; Kyriacou, 1987, 2001). Burnout in teachers and human service professionals in general is a process, not an event, which begins in perceived stress afflicting the individual; it is explained in a unique fashion by each person (Farber, 1984). Although the reason may differ, all teachers experience stress in their work (Jennett et al., 2003). The stressors may include students with behavioral problems, problems in the parent- teacher relationship, conflict with colleagues, or having to organize teaching in new ways as a consequence

of working in teams or because of school reforms. Most teachers cope successfully with such stress, for instance, through active problem solving, social and emotional support from colleagues, reorganizing the teaching situation, co-operating with parents or changing their teaching strategy. However, burnout may be the endpoint of coping unsuccessfully with chronic stress (Jennett et al 2003).

The teaching profession is one of the largest and most viable professions; teacher burnout has generated great concerns among school officials and educators. (Mo, 1991). As it might impair the quality of teaching as well as leading to job dissatisfaction, work alienation, physical and emotional ill health, and teachers leaving the profession. However, while experienced teachers under chronic work stress for some time might be more vulnerable to burnout, novice teachers are not immune to suffering from this condition, as burnout might arise from the great discrepancy between expectations from successful professional performance and an observed dissatisfying reality (Friedman, 2000; Schonfeld, 2001).

Teachers who are excessively stressed or burned out may be angry, anxious, depressed, cynical, and emotionally and physically depleted. As the possible effects of burnout, Guglielmi and Tatrow (1998) concluded their comprehensive summary noting that, “the literature reviewed appears to support the notion that occupational stress and burnout are associated with poor health in teachers”. It has also been shown that generally burned out teachers provide significantly less information, less praise, and less acceptance to their students’ ideas, and they interact with them less frequently (Beer & Beer, 1992). Thus, burnout seems to have a negative impact on teachers and also on the students they teach (Capel, 1987). Teacher stress and burnout have affected and will continue to affect the lives of teachers and their families, administrators and their families, students and their families, and all of society (Farber, 1991).

Teachers, according to Shinn (1982, as stated in Dworkin, 1987) and Katzell, Korman, and Levine (1971), are three times more likely to quit their jobs and even more likely to want to quit their jobs than are similarly trained professionals.

1.2 SCHOOL CLIMATE

Schools are social institutions (Getzels and Guba, 1970). Within school organizations there are students, teachers, administrators, and many kind of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role expectations of these groups and norms ascribed to them are different from each other. Clearly, the relationship among many kinds of people in schools are varied and complex. Only if these relationships are understood and generally accepted can the school organization function effectively (Campell, Corbally & Nystrand, 1983).

Every educational organization has a climate as well that distinguishes it from other schools and influences behavior and feelings of teachers and students for that school (Sergiovanni & Starratt, 1988). As for schools, climate is a necessary link between organizational structure and teacher attitude and behavior. It was found that formal characteristics of schools had an important influence on the way in which teachers perceived climate (George & Bishop, 1971). Clearly, climate represents a composite of the mediating variables that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction (Sergiovanni & Starratt, 1988).

School climate is the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere. Moos (1979) defined school climate as the social atmosphere of a setting or “learning

environment” in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos divide social environments into three categories:

- Relationship, which includes involvement, affiliation with others in the classroom, and teacher support
- Personal growth or goal orientation, which includes the personal development and self enhancement of all members of the environment.
- System maintenance and system change, which includes the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules.

School climate impact teacher morale and student achievement. Positive school climate benefits students, teachers and staff. In positive school climate teachers are motivated to teach, students are motivated to learn (Bulach & Malone, 1994).

School climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes. The elements that comprise a school’s climate are extensive and complex. As a result various researchers have identified the following factors that influence school climate.

- Number and quality of interactions between adults and students (Kuperminc, Leadbeater & Blatt, 2001)
- Students’ and teachers’ perception of their school environment, or the school’s personality (Johnson, Johnson, & Zimmerman, 1996)
- Environmental factors (such as the physical building and classroom, and materials used for instructions)
- Academic performance (Johnson & Johnson, 1993)
- Feelings of safeness and school size (Freiberg, 1998)

- Feelings of trust and respect for students and teachers (Manning & Saddlemire, 1996)

School climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community.

Christopher (1988) concluded that human nature makes people feel better about themselves when their surroundings are pleasant. School climate is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents – the way students and staffs “feel” about being at school each day (Gonder & Hymes, 1994).

School climate has been identified as an important component of the schools. School climate may be defined as those qualities that effect the attitudes, behaviors and achievement of the people involved in its operation be they staff, parents or community members (National Association of Elementary School Principals, 1990)

National Association of Elementary School Principals (1990) listed six areas as the essential ingredients of an effective school climate:

- A caring atmosphere permeates the school. Feelings, concerns and conflicts receive fair and consistent attention.
- Respect for individual differences among staff, students, parents and administrators are demonstrated.
- The trust level is high. The principal respect the teacher’s judgment and includes them in school based decisions. The teachers are given appropriate classroom autonomy.
- The moral in the schools in high. The students are enthusiastic about learning, and the teachers are excited about teaching. Achievements and

contributions by everyone in the school are acknowledged and celebrated.

- School development is emphasized. Good citizenship and a written code of behavior has been developed through collaborative efforts of parents, schools and students.
- Academic development is the primary concern to the students and staff. Learning is constantly celebrated.

School climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems of students (Kuperminc et al., 1997). Various theories of management suggest that a democratic environment in a school context not only benefits the academic and socialization experiences of students, but also affects the work productivity and well being of teachers. Teachers are the ones who are most directly involved in educating students so an appropriate school climate is essential if teachers are to maximize their skills which, in turn, maximize the learning experiences of all students.

Regarding the roles of teachers and administrators, Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel.

Freiberg (1998) notes, “the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels”. It has been found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development (Freiberg, 1998; Johnson & Johnson, 1993, 1997; Kuperminc et al., 1997; Kuperminc, Leadbeater & Blatt, 2001; Manning & Saddlemire, 1996). School climate if positive, can provide an

enriching environment, both for personal growth and academic success. Hoy and Forsyth (1986), referred to climate as school health. They described a healthy school as one in which harmony pervades, relationships among students, teachers and administrators as the organization direct itself towards its mission.

1.3 LOCUS OF CONTROL

Literature (Adams, 1999; Smith, 1997) indicates that locus of control is a critical psychological attribute affecting teacher's perceptions of their environment and job attitudes (Somech & Drach Zahaw, 2000). For example, Volansky and Habinski (1998) found that internal – external locus of control is an important personal attribute related to an individual's organizational commitment.

Locus of control refers to an individual's generalized expectations concerning where control over subsequent events resides. It is related to the type of attributions we make for our success or failure. Locus of control is grounded in expectancy value theory, which describes human behavior as determined by the perceived likelihood of an event or outcome occurring contingent upon the behavior in question, and the value placed on that event or outcome. More specifically, expectancy-value theory states that if,

- a) Some one values a particular outcome,
- b) That person believes that taking a particular action will produce that outcome,
- c) They are more likely to take that particular action.

The construct 'locus of control' (LOC) emerges from American psychologists J.B. Rotter's (1954) theory of social learning. Rotter assumes that behavior is goal directed and movement towards the goal is governed by two variables-

reinforcement as well as the individual's expectancy that the goal can be achieved. He developed expectancy-reinforcement model of personality.

Generalized expectancies are one of the most important concepts in Rotter's model. Expectancy means the probability held by the individual that a particular reinforcement will follow a specific behavior in a specific situation where as generalized expectancies refer to the tendency for people to categorize other people, behavior, stimuli and so on and then develop expectations about there categories rather than about each person, behavior or stimulus.

Internal-external locus of control is a component of Rotter's (1966) social learning theory which contains four major concepts: behavior potential, expectancy, reinforcement value, and the psychological situation. The concept of expectancy, according to Rotter, explains that a person's goal or reinforcement driven behavior will be modified by how likely it seems to the subject that the reinforcement will occur. A child, for example, may want very strongly to receive praise from a teacher, but if past experience has shown that the teacher will not praise that child, no matter how good his work is, the child's low expectancy of receiving the reward will prevent him from trying. Within the general theory of expectancy, Rotter's theory includes a construct called internal-external control of reinforcement. According to Rotter (1966), people acquire generalized expectations to perceive reinforcing events as either dependent on their own behavior or as being beyond their control "Internally oriented people tend to believe that reinforcers are subject to their own control and occur as a result of their own efforts and skills. Externals, in contrast, see little or no connection between their behavior and various reinforcers. They perceive the occurrence of reinforcers as determined by fate, luck, or powerful others". People who believe primarily in their own internal control of events and reinforcers are said to have an internal locus of control, while those who believe that outside forces have greater control over their lives are considered to have an external locus of control.

The value of studying locus of control resides in its effects upon a person's actions. Social learning theorists (Fanelli, 1977; Rotter, 1966) have found that behavioral predictions improve when they consider the way by which person's typically explain the causal locus of an event.

Phares (1965) stated, "Internals, having the generalized expectancy that they are in control of their own behavior reinforcement sequences, should be more effective agents in the induction of change than individuals not having such expectancy (externals)".

It can be considered as a single trait theory of personality (Bavelas, 1978). It accounts for differences in an individual expectation regarding the control of reinforcement which follows his behavior.

Locus of control is a personality variable that concern's people's generalized expectancies that they can or can not control reinforcements in their lives (Janssen & Carton, 1999).

How one perceives LOC thus determines one's perception of the degree of control or power one has over the events in life. Hallahan and Kauffman (1978) view internal locus of control as analogous to inner directedness is a personality characteristics in which an individual relies on his own resources to solve problems and an outer directed individual relies on people other than himself (Hallahan & Kauffman, 1978). Where as Rotter's conceptualization viewed locus of control as unidimensional (internal to external), Levenson (1973) offered an alternative model. Levenson's model assets that there are three independent dimensions: Internality, Chance, and Powerful Other. According to Levenson's model, one can endorse each of these dimensions of LOC independently and at the same time. People with a strong internal locus of control generally believe that other people are also responsible for their own behavior. People with a strong external locus of control may rely more heavily on outside reinforcers to bring about changes. People fall a range between

strongly internal through a mixed stage of strongly external. No one is totally internal or external. No one is totally internal or external in their thinking.

Though LOC is a relatively stable characteristic (Wolfe & Robertshaw, 1982), anyone's orientation may change as the result of certain experiences (De Charms, 1971; Pratt & Owen, 1974). The concept of LOC has generated a great deal of research interest in not only understanding and predicting but also in planning for modifying human behavior. As internality is found to be a more positive asset than externality (Baron & Byrne, 1993) and it has been proved experimentally that internal LOC is a socially accepted value always ascribed to the ideal self (Petrovsky & Yaroshevsky, 1985), efforts have been made to bring about change deliberately (Reimains, 1971; De Charms, 1971; and Pratt & Owen, 1974).

Even though some studies have explored the relationship between locus of control, burnout and job satisfaction, they are lacking in how locus of control is related to different aspects of job attitudes for teachers in particular (Anderson, Levinson, Barker, & Kiewra, 1999; Marso & Pigge, 1997). Ma and MacMillan (1999) believe that teachers job attitudes consists of multiple aspects, such as social satisfaction, intrinsic and extrinsic satisfaction, role clarity, feeling of job challenge and internal work motivation.

It has been demonstrated that people possessing an internal LOC have more self confident, are consistent and persistently pursue their goals are more inclined towards self analysis are balanced, amiable, good natured and independent. A disposition for an external LOC, on the contrary, is manifested along with such features as uncertainty of one's capabilities quick temper, a tendency to postpone indefinitely the realization of decisions, anxiety, suspiciousness, conformity and aggressiveness (Petrovsky & Yaroshevsky, 1985).

1.4 ROLE COMMITMENT:

Teaching is a complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts (Day, 2004; Elliott and Crosswell, 2001; Fried, 1995; Nias, 1996). In present situation teachers perform a lot of roles. Some of them are as parent surrogate, ego-supporter, helper, resource person, detective, facilitator of learning, limiter or reducer of anxiety, referee, group leader, inspirer and exemplar, judge, friend and philosopher, upholder of the norms and values, moral educator, democrat, rationalist, secularist, initiator, communicator, counselor, consultant, cultural agent, innovator, instructor, model, monitor, organizer, professionalist, agent for social change etc.

The teacher's role is the behavior pattern of teachers according to certain rules and norms, concerning with imparting knowledge, values, balanced emotions, competencies, skills, discipline and guidance etc. for betterment of pupil and also attaining of goals of education. The teacher's role is a dynamic aspect of his/her status. It has been also defined as pattern/sequence of teaching actions performed by a person in an interactive school situation, and the commitment is the proper customary function to pledge or promise or obligation for work (Rathod and Verma, 2003). To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2000).

Commitment is a term that teachers frequently use in describing themselves and each other (Nias, 1981). It is a word they use to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously from those who put their own interest first'. Some teachers see their commitment as part of their professional identity, it defines them and their work and they get a lot of enjoyment from this (teacher cited in Elliott and Crosswell; 2001). Other teachers feel the demands of teaching to be significant, requiring great personal

investment and view it as a job that can take over your life (teacher cited in Nias, 1981). These teachers often limit their commitment and their engagement with the school as a means of survival. In some cases, these teachers choose to leave the profession altogether. For these reasons, teacher commitment has been found to be a critical predictor of teacher's work performance, absenteeism, burnout and turnover, as well as having an important influence on student's achievement in, and attitude toward school (Firestone, 1996; Graham, 1996; Louis, 1998; Tsui & Cheng, 1999).

Commitment is best conceived in terms of two dimensions – an ideological dimension and a practice dimension. The significant point about these two dimensions is that while the particular characteristics of the ideological dimension are modified across the career span (in response to person and professional experiences) levels of commitment to particular practices vary (Fraser, Draper & Taylor, 1998; Huberman, 1993). Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting (Ebmeier & Nicklaus, 1999). It can be seen to be part of a learned behavior of teachers. From these affective reactions to the school setting, teachers make decisions (both consciously and subconsciously) about their level of willingness to invest to that particular setting, or particular group of students.

The profession of teaching is unique in a number of ways. Its very nature involves a complex and rich combination of working relationships with not only the organization (school and education system) but with a number of other stakeholders, including the parents, students, colleagues and society. Becker and Reil (1999) and Louis (1998) defined commitment as the investment in a particular career, in this case teaching. Rathod and Varma (2003) said that role commitment of teacher is the pledge or promise or obligation of teacher's behavior pattern according to certain rules and norms, concerning mainly with pupil, own profession school, society, parents and nation. Whereas, Lortie (1975) regarded commitment as the willingness an individual exacts in

investing personal resources to the teaching task. Teacher role commitment, like organizational commitment is conceptualized as being multi-dimensional (Nias, 1981). The different dimension of commitment is thought to be external to the teacher are outlined below:

Table 1.1: Dimensions of Commitment

Dimensions of Commitment	Teacher behavior and attitude	Key sources
School or organization	Teachers are committed to a particular organization's philosophy, clientele, goals, values or even its reputation	Graham, 1996; Louis, 1998; Huber, 1999; Tsui & Chang, 1999
Students	Teachers who act outside the role of teacher and support students in mentoring and coaching rules	Nias, 1981; Bilken, 1995; Tyree, 1996; Yong, 1999
Career Continuance	Teachers who remain in the profession although it is demanding, stressful and complex	Nias, 1981; Wood, 1992; Tyree, 1996; Yong, 1999
Professional knowledge base	Teachers who continue to extend their own knowledge and expertise	Nias, 1981; Wood, 1992; Tyree, 1996
Teaching profession	Teacher who are loyal to the moral values and norms of the profession even though this commitment may entail significant personal cost	Tyree, 1996; Day, 2000

As indicated, the literature identified a number of external dimensions associated with teacher role commitment. A teacher's behavior will be influenced by what they are committed to in their professional life. However, a teacher's commitment does not fall neatly into one dimension or another. In fact, they may have various levels of identification with different dimensions.

Crosswell and Elliott (2001) identified six categories of commitment that represent different ways that teachers perceive, understand and conceptualize the phenomenon of teacher commitment. The identified six categories are:

1. Teacher commitment as a ‘passion’:

This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.

2. Teacher commitment as an investment of time outside of contact hours with student:

This conception identified teacher commitment as an investment of ‘extra’ time outside of expected contact hours with students. This extra time is either visible time invested at the school site or invisible time invested off the school site.

3. Teacher commitment as a focus on the individual needs of the students:

This conception considers teacher commitment to be a sharp focus on the needs of the students either emotional and/ or academic.

4. Teacher ‘commitment as a responsibility to impart knowledge, attitude, values and beliefs’:

This conception considers teacher commitment as taking responsibility for imparting a body of knowledge and or certain attitudes values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on a core set of skill, understanding and values.

5. Teacher commitment as ‘maintaining professional knowledge’:

This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning. Within this conceptualization is the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

6. Teacher commitment as ‘engagement with the school community’:

This conception considers teacher commitment to be the willingness to engage with the school and school community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

Teachers who hold these conceptions consider that there needs to be a certain level of emotional attachment to some aspect of teaching for teachers to be committed to the work, for without this emotional connection teachers face the constant danger of burnout in an increasingly intensified work environment (Nias, 1996).

1.5 SOCIO-ECONOMIC STATUS

The effects of heredity and environment result in the personality makeup of an individual. The environmental factors pertain physical factors as well as social factors. Cumulative effects of environment shape the individual’s psychological development in both cognitive and affective domains. Information about an individual’s prior environment is used as an aid in interpreting his performance.

The traditional approach to environmental assessment has relied on some global composite index of ‘Socio-Economic Status’ (Anastasi, 1976). Socio-

economic status is a key notion in sociology that has been found useful in psychology, education and other related fields. The essence of SES is that individuals differ in their positions in a social hierarchy as a result of large variety of determinants and that their social and that their social position has profound behavioral consequences. SES may be partly inherited and partly achieved.

Social status has a direct bearing on the morale of any person, including teacher. The efficiency and improvement of teaching profession largely depends upon its social status (Education Commission, 1964-66). Not only in India, but throughout the world the importance of teacher is well recognized. The Program of Action (1986) observed that, “the status of teachers has had a direct bearing on the quality of education and many of the ills of the latter can be ascribed to the indifferent manner in which society has looked upon the teacher and the manner in which many teachers have performed their functions”.

In view of Anderson et.al (1976) SES is not well defined either conceptually or empirically. Socio-economic status is generally defined as person’s relative standing in society and is measured by such indicators as income, occupation, education, access to health coverage and community resources and political power and prestige (Secada, 1992), but in this study SES is taken as category of school, educational qualification, marital status, family status and family’s monthly income.

Few definitions of SES are as given.

- Any group of persons coming closer to each other on the continuum of occupation, education, income, caste and culture (Kulshrestha, 1975).

- A person's position in any given group, society or culture as determined by wealth, occupation, education and social class (Page & Thomas, 1979),
- The background on standing of one or more person's in society on the basis of both social class and financial position of family members and the cultural atmosphere in the family (Wadkar, 1989).
- The individual's relative position in the community in the context of profession, income, place, cost of residence and relatives (Atkinson et al, 1992).
- A rating of the status of an individual's position in a stratified society based on a variety of a social (e.g.-family background, social class, education of parents, education of self, values, occupation etc.) and economic (income of self, of family) indices (Reber, 1975).

In principle it may be absurd to measure the worth of an individual in terms of money that he makes. But in this commercial age, the teacher socio-economic conditions remain a sad commentary on the priorities of our society. There is a public perception that those who enter teaching are tired out dis-spirited persons who knocked in vain the doors of many other professions. In addition work of teachers is not well defined. Apart from teaching teachers organize co-curricular activities, set question paper, do clerical works and other non-teaching assignments. If teachers are to perform their role and functions efficiently, substantial improvement in the conditions of work is required (Noorjahan, 1999).

Status of teaching profession can be raised only by cultivating in teachers a broader, keener awareness of the possibilities inherent in their work, enabling teachers to live contented and satisfying life, earning public esteem by doing their duty with devotion, and continuing governmental recognition and commendation of teacher's work.

1.6 THE PROBLEM CONTEXT:

There is a feeling among some people and even among a section of teachers also that people enter this profession with hope, enthusiasm and vigour but something either in the system of education itself or personal factors or the social or administrative environment of the school demoralize them, reduces their interest and gradually develops unfavorable attitude toward this profession. Besides this, a teacher faces a classroom full of students everyday, negotiate potentially stressful interactions with parents, administrators, counselors and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability. This develops some stress among teachers. This stress frustration and negative attitude results into teacher burnout.

A review of empirical studies conducted in this area reveals that very few studies have been conducted in India to enable us to draw any meaningful inference about teacher burnout and its causes. For examples Sharma and Gupta (1993) studied relationship between adjustment and burnout of secondary school teachers of Chandigarh. Rama (1992) studied impact of burnout on teacher efficiency and school effectiveness. Aggrawal (1997) found out some significant correlates of burnout among college teachers. Kudva (1998) studied relationship of components of burnout with professional aspects.

Khaleque (2001) tried to investigate burnout in relation to self concept and introversion – extraversion among elementary school teachers in Assam. Srivastava (2003) focused on the relationship among physical structure, human structure of school and burnout tendency of female primary school teachers. Chand and Monga (2007) examined the correlates of job stress and burnout among university faculty. Of these studies one study revealed that adjustment and burnout are negatively correlated. In one study it was found that burnout teachers show poor teacher efficiency and teacher effectiveness. In another

study the finding revealed that teachers with high self concept were having higher scores in respect of emotional exhaustion as compared to teachers with low self concept. One study suggested that respondents with internal locus of control; high social support and high job involvement experience less stress and burnout. These empirical evidences are highly inadequate to draw any meaningful conclusion about teacher burnout, causes, and effects of other variables on teacher burnout.

With regard to empirical studies conducted in abroad settings, Byrne (1991) investigated the impact of particular background variables on burnout. Maynard (1992) studied occupational burnout among teachers in selected urban schools. Friedman and Farber (1992) investigated the relationship of teacher burnout to the various ways that teacher view themselves professionally and to the ways in which they sense that others within the educational system view them. Berg (1994) conducted a study on burnout and coping among public school educators. Chan and Hui (1995) assessed the tripartite components of burnout and coping strategies. Friedman (1995) examined how typical student behaviour patterns contribute to predicting burnout among teachers. Tatar and Yahav (1999) aimed at examining pupils' perceptions regarding burnout among their teachers. Chan (2002) attempted to findout hardiness and its role in the stress-burnout relationship among prospective teachers. Skaalvik and Skaalvik (2007) tested relation among teachers self efficacy, perceived collective teachers efficacy, external control, strain factor and teacher burnout. The empirical study conducted in foreign setting reveals that there are various factors which control the teacher burnout. These factors are related to various areas as personal, social, professional and economic.

The most of the researches reveals that the area of thrust of teacher education has been mainly concentrated an attitude, aptitude, teacher effectiveness, and job satisfaction. And, the above mentioned studies covered either professional, organizational or social factors of teacher burnout not burnout as a whole. So, a

related but very important question that would enable researcher to evaluate through this specific study is whether the secondary school teachers really suffer from burnout at one or other stage of their teaching profession. And moreover researcher was also motivated to know that if burnout is related with school climate, locus of control, socio-economic status which are important organizational, personal, professional and social factors.

It is in this specific context that the present investigation was undertaken to specifically provide empirical answers to following questions

1. Whether secondary school teachers really suffer from burnout at one or other stage in their teaching profession.
2. What is the relationship of school climate, locus of control, role commitment and socio-economic status of teachers to burnout?
3. To what extent teachers' burnout may be accounted by the contribution of school climate, locus of control, role commitment and socio-economic status?

1.7 STATEMENT OF THE PROBLEM:

Incorporating the above raised questions the problem for this empirical study was given the following formal title:

“A study of Teachers Burnout at Secondary School Stage in relation to School Climate, Locus of Control, Role Commitment and Socio-Economic Status”.

1.8 OBJECTIVES OF THE STUDY:

The study achieved the following specific objectives.

1. To study the levels of teachers burnout at secondary school stage.

2. To find out the relationship between school climate and teachers burnout at secondary school stage.
3. To find out the relationship between locus of control and teachers burnout at secondary school stage.
4. To find out the relationship between role commitment and teachers burnout at secondary school stage.
5. To find out the relationship between socio-economic status of secondary school teachers and their burnout.
6. To study if the teacher burnout varies with some demographic variables such as
 - a. Age
 - b. Gender
 - c. Marital Status
 - d. Educational Qualification (trained/ untrained)
 - e. Government and private school teachers
 - f. Family (single/joint)
 - g. Teaching streams (science/arts/commerce)
7. To study the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers burnout at secondary school stage.

1.9 OPERATIONAL DEFINITIONS OF THE TERMS:

The term used in this study have been defined operationally to carry following operational meaning in the study:

1. **Burnout:** Burnout has been conceptualized in terms of three interrelated components: emotional exhaustion, depersonalization and reduced

personal accomplishment. In this investigation burnout has been taken as the total score gained by teachers on Maslach Burnout inventory.

2. **School climate:** school climate/ organizational climate is an outcome of an interplay between a number of variables of the societal system, the organization, and the individual members. In this research school climate has been taken as the scores obtained by teachers on organizational climate inventory by Som Nath Chattopadhyaya and K. G. Agarwal.
3. **Locus of control:** Locus of control refers to an individuals generalized expectations concerning where control over subsequent events resides. For this research locus of control has been taken as the total score gained by teachers on Levenson's locus of control scale.
4. **Role commitment:** Role commitment of teacher is the pledge or promise or obligation of teachers behavior pattern according to certain rules and norms, concerning mainly with pupil, own profession, school, society, parents and nation. Role commitment of teachers for this investigation has been taken as the score obtained by teachers on teachers role commitment scale by Dr. M. B. Rathod and Madhulika Verma.
5. **Socio-economic status:** In this study socio-economic status has been taken as the scores gained by the teachers belonging to different income groups on personal data sheet.

1.10 RESEARCH HYPOTHESES:

Relating to the objective of this study the following research hypotheses were framed,

- HR1- Majority of secondary school teachers face burnout during teaching profession.

- HR2- school climate is related with teacher burnout.
- HR3- Locus of control is related with teacher burnout.
- HR4- Role commitment is related with teacher burnout.
- HR5- Socio-economic status of teachers is related with teacher burnout.
- HR6.1- Age of teachers is related with teacher burnout.
- HR6.2- Gender of teachers is related with burnout.
- HR6.3- Marital status is related with teacher burnout.
- HR6.4- Educational qualification (trained / untrained) is related with teacher burnout.
- HR6.5- School type (government and private schools) is related with teacher burnout.
- HR6.6- Family system (single / joint family) is related with teacher burnout.
- HR6.7- Teaching streams (science / arts / commerce) are related with teacher burnout.
- HR7- School climate, locus of control, role commitment and socio-economic status have relative contribution with teacher burnout.

1.11 THE HYPOTHESES:

Corresponding to the objectives of the study based on the given rationale the research hypotheses were translated into the following null hypothesis for empirical verification.

- H1- Majority of secondary school teachers do not face burnout during teaching profession.
- Ho2- There is no significant relationship between school climate and teachers burnout at secondary school stage.

- Ho3- There is no significant relationship between locus of control and teachers burnout at secondary school stage.
- Ho4- There is no significant relationship between role commitment and teachers burnout at secondary school stage.
- Ho5- There is no significant relationship between socio-economic status and teacher burnout at secondary school stage.
- Ho6.1- There is no significant difference among teachers belonging to different age groups with respect to burnout.
- Ho6.2- There is no significant difference between male and female teachers with respect to burnout.
- Ho6.3- There is no significant difference between married and unmarried teachers with respect to burnout.
- Ho6.4- There is no significant difference between trained and untrained teachers with respect to burnout.
- Ho6.5- There is no significant difference between government and private school teachers with respect to burnout.
- Ho6.6- There is no significant difference between teachers belonging to single and joint family with respect to burnout.
- Ho6.7- There is no significant difference among teachers of science, arts and commerce teaching streams with respect to burnout.
- Ho7- There is no relative contribution of school climate, locus of control, role commitment and socio-economic status on teacher burnout at secondary school stage.

1.12 SIGNIFICANCE OF THE STUDY:

This investigation is deemed to be significant in the sense that it would provide specific empirical evidences about the status, causes and various determinants

of teacher burnout. The research evidence suggests that teacher burnout is affected by a plethora of factors. As the four independent variables School Climate, Locus of Control, Role Commitment and Socio-Economic Status taken in the present study are based upon the expectation that they affect teacher and may cause burnout, the relative contribution of these factors will provide empirical evidence as determinants of teachers' burnout.

The findings of this study are expected to identify teacher burnout and provide some preventive measures to handle burnout. A proper strategy can be suggested that can keep an individual fit for teaching profession and will reduce the strain and stress which causes burnout. Different types of workshops like stress management, time management and training programs, events can be made for individuals and organizations.

1.13 DELIMITATIONS OF THE STUDY:

Due to paucity of time and some other technical reasons beyond the control of researcher, the present study was delimited as below:

- (i) The study was confined to the Allahabad district of Uttar Pradesh only.
- (ii) The study was limited to secondary level school teachers only.
- (iii) Out of the array of various independent variables which are supposed to affect teacher burnout only school climate, locus of control, role commitment and socio economic status were taken for present.
- (iv) Out of various demographic variables only age, gender, marital status, educational qualification etc. were selected for this study.

Chapter - II

Review of Related Literature

REVIEW OF RELATED LITERATURE

Before going into real phase of the research, it is thought essential to study whole literature including research findings related to variables in the study being conducted. The purpose of the preview of the parts efforts is very vital as it acts as the first step of the staircase in solving a new problem. Only by going through the related literature we can design steps which are to be followed in study of the proposed problem. It helps the researcher in making problem precise, researchable, and meaningful. It is with this intention, that theoretical and empirical literature in the field related to “Teacher Burnout at secondary school stage” was reviewed. The concept of teacher burnout is very recent in India. Little has been done to know the impact of teacher burnout in Indian teachers. As such a few of the Indian and foreign studies related to this area on which researcher could lay his hands have been critically reviewed and reported in this chapter. For convenience total review has been divided broadly into two parts:

2.1 International Studies

2.2 National Studies

2.1 INTERNATIONAL STUDIES

Rose and Medway (1981) attempted to find out relationship between teacher’s locus of control (A), teacher behavior (B), student behavior (C), and student achievement (D). It was predicted that internal teachers would produce higher achieving students by maintaining a controlled learning environment, there by engaging students in more appropriate on task behavior. The first part of the study found modest correlation between I-E scores of 44 fourth grade teachers and students achievement in reading, language and math. In the second part, the behavior of a sub sample of 17 teachers and their students was observed. Although the complete A-B-C-D link was not obtained. Several parts of model

did relate significantly. Teachers with an expectancy of external control perceive little contingency between their actions in the classroom and students behavior outcomes.

Sadowski and Woodward (1981) attempted to investigate the relationship between teacher's locus of control and student's perceptions of classroom climate, academic responsibility, and grades, matched pair of teachers from grade four through eight completed a teaching specific locus of control measure. Their students (N=245) completed the origin climate questionnaire. Current letter grades were also obtained for each student. Students with the more internally oriented teachers reported a more origin line classroom climate, i.e. a classroom atmosphere in which students perceived the teachers as encouraging goal setting, responsibility, and self-confidence, and had higher grades than students with less internally oriented teachers. Teacher's locus of control orientations were not related to student- attributed responsibility, although within class correlations indicated that attributed responsibility was positively related to perceived classroom climate and grades.

Halpin, Harris and Halpin (1985) designed a study to test the hypothesis that a feeling of being in control will make potentially stressful environmental events less so. Subjects were participating teachers about whom little was known regarding the relationship between locus of control and stress. They responded to the Teacher Locus of Control Scale and the Teacher Occupational Stress Factor Questionnaire. A multivariate and bivariate analysis of their responses showed that locus of control was related to teachers stress. As hypothesized, teachers who felt that they were in control reported less stress in their world of work than did those who did not feel influential in their educational environment. Neither sex nor age moderated this relationship.

The purpose of Alston's (1989) study was to investigate the effects of the aggregate locus of control of teachers according to each school on students' academic achievement. A sample of 118 teachers from 38 elementary schools

housing fourth grade in 19 districts was surveyed. The responsibility for student achievement questionnaire developed by Gurkey and the comprehensive test of basic skills produced by Mc. Graw Hill were used for data collection. The one way analysis of variance procedure was used. The findings of the study revealed that most teachers perceive themselves as internal on the locus of control scale. A disproportionate number of teachers feel that relative to success failure impact reinforcements of student academic achievement are totally influenced by the behavior of the teacher.

Byrne (1991) investigated the impact of particular background variables on three dimensions of burnout for elementary (n=98), intermediate (n=163), secondary (n=162), and university (n=219) educators. The tools used were Maslach Burnout Inventory and teacher stress survey. Using stepwise multiple regression procedures, these variables (gender, age, marital / family status, type of students taught) were effects coded and interpreted within an analysis of variance framework. Major findings revealed gender, age and type of students taught to be the most salient, their influence varied with teaching level and specific burnout facet under study. Organizational factors related to the administration of educational institutions ranked high as a substantial contributor to feelings of stress by educators at all levels of the academic system.

Townley, Thornburg and Crompton (1991) studied the factors related to burnout in teachers of young children. 353 early childhood teachers completed a questionnaire and the Maslach burnout inventory. Results indicated that teachers who had more education, negative parent relations and worked longer hours reported higher levels of burnout.

Maynard (1992) studied on occupational burnout among teachers in selected urban schools. The sample population of this study consisted of 145 urban middle school teachers. The modified version of the Maslach Burnout Inventory was used to collect the data. The data analysis of this study was

accomplished through the application of the one way analysis of variance and the multiple regression technique. The main conclusions of this study were male and female middle school teachers obtained similar occupational burnout scores on the modified version of the Maslach burnout inventory, single and married urban middle school teachers had a significantly higher burnout scores than did those teachers who fell in the other marital status category.

Winters (1992) studied on school climate where there is a high incidence of teacher stress and burnout in selected elementary schools. The random sample of elementary school faculties was proportionately selected from the available pool of elementary schools in Huntsville, Alabama. The findings were based on data analyzed by one way ANOVA of the Maslach burnout inventory; form Ed. and graphic analysis of the Litwin Stringer Questionnaire of organizational climate, form B. The findings indicated Huntsville, Alabama elementary schools suffer feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment. The stress and burnout is not alleviated even in school climates that had high expression of collegial and administrative support.

Alltounian (1992) conducted a study to see the relationship between middle school organization, school climate, and teacher job satisfaction. Sample selection of this study included 10 middle schools. The teachers were surveyed using seven of the factors of the Purdue Teacher Opinionnaire and six factors of the organizational climate descriptor questionnaire-Rutgers secondary. T-test was used to compare the responses of the two organizational factors. Conclusions drawn were that teachers working within the interdisciplinary middle school perceived a greater degree of job satisfaction and perceived their school climate higher than did teachers working within the departmentalized pattern. The factors of teacher work load, principal control, and frustration indicated no significant differences.

Friedman and Farber (1992) investigated the relationship of teacher burnout to the various ways that teachers view themselves professionally and to the ways in which they sense that others within the educational system view them. A total of 641 teachers in 40 Israeli elementary schools completed a modified form of the Maslach burnout inventory and a composite measure of professional self concept. Results indicate that of several dimensions of professional self concept, professional satisfaction- how teachers feel about the gratification they receive from teaching- bore the strongest correlation to burnout. Stronger correlations to burnout existed in terms of how teachers perceive themselves rather than how they feel that others perceive them and that from the point of view of teachers, both parents and principals have an exaggerated sense of teachers professional satisfaction, discrepancies that in both cases were significantly correlated with burnout.

Kim (1993) attempted to find out the relationship between role congruence and burnout among high school counselors. Eight major research hypotheses were developed and tested. The Pearson's correlation, one way analysis of variance, chi square, regression etc were used. The subjects consisted of high school counselors educators of six Kansas University. Three instruments, the role questionnaire was used to measure congruence, Maslach burnout inventory for burnout, and high school counselor questionnaire was developed to gather demographic and job duties information and was administered to all groups. The results showed that overall role congruence for high school counselors was shown to be above average. Counselors experienced moderate levels of emotional exhaustion, low level of depersonalization and high levels of personal accomplishment. Significant relationships were detected between counselor role congruence and burnout.

Berson (1993) investigated the relation between school climate and professional development of secondary school teachers. Data were gathered from teacher's responses to two instruments, the NASSP school climate survey

and a check list designed by the researcher to assess teacher's level of professional development. 277 teachers from a population of 717 responded to the study. Correlation analysis of variables were determined and interpreted. The mean teacher professional development checklist scores demonstrated a moderate positive correlation with the standard scores of the three subscales of the NASSP school climate survey. Similarly, the computed correlation coefficient for the variables indicated a low positive correlation between the mean teacher professional development checklist scores and the standard scores of the NASSP subscales, including teacher- student relationships, security, students academic orientation, student behavioral values and students activities etc.

Torelli (1993) proposed this study to ascertain to what extent occupational stress among educational administrators is associated with burnout. One thousand subjects were randomly selected and stratified by level of administration in the State of Washington. Approximately two hundred and fifty subjects were chosen from each position of elementary principals, middle school principals, high school principals and superintendents. A Pearson's product-moment correlation co-efficient was used. The major findings were elementary and secondary principals perceived significantly higher levels of task based and conflict-mediating stress than superintendents, levels of boundary spanning stress were significantly higher with superintendents as compared to building principal, and task based stress was the best predictor of emotional exhaustion.

Berg (1994) conducted a study on burnout and coping among public school educators. A survey consisting of four components was developed use in this investigation i.e. a letter to respondents, a demographic data section, the Maslach burnout inventory and a list of individual interventions and organizational interventions. Of the 437 surveys sent to potential respondents, 197 were completed and returned, 193 of which scoreable. Almost half of the

respondents placed in the high range of burnout on at least one MBI scale. Regarding their efforts to cope with burnout, respondent reported using twice as many individual interventions as organizational interventions.

Duke (1994) compared burnout among three groups of special education teachers i.e. teachers who have switched from special education to regular education, teachers who have retained in the field of special education, and teachers who have left teaching altogether. This study sought to develop a better understanding of burnout among special education teachers and the possible relationship between burnout and selected demographic factors, teacher's attitude toward various organization and school related factors. Findings of this study indicated that teachers remaining in special education evidence significantly less emotional exhaustion and depersonalization than those who had switched to regular education or left altogether, and teachers remaining in special education were more positive about their job

Hodge, Jupp and Taylor (1994) conducted a study to investigate the relationship among work, stress, distress and burnout in music and mathematics teachers working in secondary schools. The sample comprised 107 randomly selected, secondary school teachers with a median age of 33 years, working in both public and private schools in New South Wales. Participants completed a four part questionnaire. Part-A obtained biographical data. Part-B was concerned to perceived work stress. Part-C was a general health questionnaire and last part was the education survey version of the Maslach burnout inventory. Results showed that music teachers gave significantly more problematic responses defining the variables which predicted emotional distress and burnout than mathematics teachers. Also, music teachers were substantially more distressed and burnout than mathematics teachers.

Sutherland (1994) had done this study to determine teachers' perceptions of the characteristics of a good school climate. A questionnaire "Teacher Perception Scale" was given to all 150 teachers in a school district, consisting of four

elementary schools and one junior high school, in the south suburban area of Chicago. Fifty-one randomly selected questionnaires were studied. The majority of teachers agreed that the characteristic of favorable school climate, such as respect, trust, nurturing and caring, high morale, and academic development, are present in their school. Eighty-two percent liked the school in which they work. Sixty-six percent trusted the people with whom they work. Eighty-four percent of the teachers agreed that they know a lot about the school in which they work. Seventy percent felt that they were a part of the school in which they work. Teacher comments supported the questionnaire items concerning teachers' perceptions of school climate. Results were analyzed by gender and years of teaching experience. The study concludes that respondents have an attitudinal receptiveness to improving the organization in which they work, and therefore school districts should move forward in school reform efforts.

Chan and Hui (1995) assessed the tripartite components of burnout and coping strategies. A sample of 415 Chinese secondary school teachers was taken. The education form of the 22 items MBI was used to evaluate burnout and the Chinese WCQ was used to assess teachers' coping strategies. The result revealed that the feelings associated with being used up, working too hard and working effectively and closely with students occurred more often. Conversely, the feeling of being hardened and treating students impersonally occurred less often. Emotional exhaustion and depersonalization were relatively undifferentiated among these teachers, a sense of accomplishment as a distinct component of burnout was generally reported. The findings that avoidant coping strategies were consistently related to all three aspects of burnout suggested that teachers employing escape-avoidance to cope with stressors might be more prone to burnout.

Friedman (1995) focused on two studies that examined how typical student behavior patterns contribute to predicting burnout among teachers in general

(study 1) and among male and female teachers possessing different pupil control ideologies (study 2). The sample for study 1 involved 348 teachers from both religious and secular schools in Israel and 356 of their students. The sample for study two involved 391 elementary and secondary school teachers. The teachers sampled completed a questionnaire composed of an adapted version of the Maslach burnout inventory, the pupil behavior patterns scale and an adapted version of the pupil control ideology scale. The typical student behavior- disrespect, inattentiveness and sociability accounted for 22% of teacher burnout variance for the teachers of secular school sample and for 33% of burnout variance in teachers in religious schools. Burnout among male teachers was mainly affected by students inattentiveness, where as burnout among female teachers was mainly affected by students' disrespect.

Schneider and Boyd (1996) examined burnout in Canadian child care providers. Results of the survey of 137 female child care providers in Winnipeg, Manitoba are presented. Results indicate that the child care providers experienced burnout at a lower level than have been reported for other workers, but had levels similar to those reported of child care providers in the U.S. Examining demographic factors and their relation to burnout revealed that younger child care providers reported higher levels of burnout. Race and marital status did not relate to level of burnout, nor did educational level. Child care workers classification related to personal accomplishment.

Bibou-Nakou, Stogiannidou and Kiosseoglou (1999) focused on the burnout concept in relation to teachers' perception of school behavior problems. The teacher burnout was assessed by the Maslach burnout inventory. The results showed that teachers' misbehavior related attributions and preferred practices differentiate significantly the burnout levels experiences by the teachers.

Tatar and Yahav (1999) aimed at examining pupils' perceptions regarding burnout among their teachers. A total of 297 Israeli secondary school pupils studying in tenth grade classes were taken as sample. A questionnaire dealing

with pupils' perceptions of burnout among teachers were administered. Findings showed that the most frequently mentioned characteristics of burned out teachers were : teachers who feel that working with pupils for a full day is an oppressive effort; feel that teaching is turning them into impatient persons and feel that teaching frustrate them. No differences were found between girls and boys' perceptions of burned out teachers; both emphasize the psychological exhaustion of teachers as the most salient characteristics of burnout among teachers.

Brouwers and Tomic (2000) in this study examined the direction and time frame of relationships between perceived self efficacy in classroom management and the three dimensions of burnout among 243 secondary school teachers. Structural equation modeling analysis indicated that perceived self efficacy had a longitudinal effect on depersonalization and a synchronous effect on personal accomplishment. However, the direction was reversed for the relationship between the perceived self efficacy and emotional exhaustion, the time frame was synchronous. It was concluded that perceived self efficacy in classroom management must be taken into consideration when devising interventions both to prevent and to treat burnout among secondary school teachers.

Bastick and Cook (2002) examined the use of two locus of control instruments for teachers in the Caribbean: the adult Nowicki – Stickland internal-external locus of control (LOC) scale and the Medway and Rose teachers' LOC scale. Participants were 183 teachers from 10 high schools in Jamaica who agreed to be tested and retested with these measures. The structures of these instruments were analyzed, as well as the appropriateness of their scoring method for measuring teachers LOC. Results show moderate to high reliabilities for both instruments and suggest a modification to improve test-retest reliabilities. Concurrent validity for the two measures, however, was low for this sample.

Chan (2002) attempted to find out hardiness and its role in the stress-burnout relationship among prospective teachers. Samples of 83 Chinese prospective teachers were taken. Hardiness was assessed by the use of Chinese hardiness scale. Teacher stress was assessed using the teacher stressor scale based on past studies of teacher stress in Hong Kong. The Chinese version of the education form of the 22-item Maslach burnout inventory was used in this study. Teachers' different responses to positively and negatively worded hardiness item suggested positive and negative hardiness reflecting stress resilience and stress vulnerability. Stress, positive hardiness, and negative hardiness all had main, independent and significant impact on emotional exhaustion and depersonalization, where as only positive hardiness had significant main effect on personal accomplishment.

Dworkin et. al. (2003) investigated that how democratic personnel policies of the public school principal affect teacher burnout and how does teacher burnout affect support for democratic instructional styles. Using sequential OLS models from questionnaire data of 2961 urban public school teachers, the research finds that teachers, who perceive that their principals are non-authoritarian, are supportive and collegial, and involve them in campus decision making, are less likely to experience burnout than those teachers who perceive the opposite. However, both burned out teachers and those who report that their principal treats them democratically do not support a similar democratic treatment of their students, as indicated by their rejection of student centered instruction.

Dorman (2003) conducted a research on the relationship between school and classroom psychosocial environment and perceptions of burnout in teachers who staff Queensland private schools. A sample of 246 teachers responded to scales that assess seven school environment and seven classroom environment dimensions and the three facets of burnout measured by the Maslach Burnout Inventory: emotional exhaustion, depersonalization and personal accomplishment. Preliminary multiple regression analysis resulted in a

hypothesized model of seven environment dimensions predicting burnout. This model was tested in a LISREL analysis with posthoc modifications improving model fit to data. While staff affiliation and work pressure were significant predictors of emotional exhaustion, staff mission consensus and co-operation in classrooms were significant predictors of depersonalization. Staff mission consensus, together with classroom interactions, co-operation and task orientation were significantly related to personal accomplishment.

Tatar and Horenczyk (2003) studied diversity related burnout as a concept that can add to our understanding of the negative impact of daily coping with culturally diverse students on teachers. A principal component analysis, based on the responses of 280 teachers working at 30 Israeli schools, showed that diversity related burnout is empirically distinguishable from, albeit correlated with, the more traditional notion of teacher burnout. Results also revealed that diversity related burnout is predicted by variables related to the teacher's background (grade level and job role), to the degree of school cultural heterogeneity, and to aspects of the school organizational culture related to multiculturalism as perceived by the teacher. The highest levels of diversity related burnout were found among teachers categorized as assimilationists and who work in schools perceived by them also to be assimilationists. Proactive and reactive approaches for preventing and reducing diversity related burnout are suggested.

Webber (2004) investigated burnout and its correlates in 247 school counselors in New Jersey. Variables examined were self-efficacy, social support, involvement in school counseling initiatives, and proximity to Ground zero. Emotional exhaustion was similar to overall norms for Maslach burnout inventory; however, personal accomplishment was significantly lower than overall norms. Nearly 20% reported high emotional exhaustion and 34% were in the average range. Nearly 90% reported low depersonalization and high personal accomplishment. In an exploratory analysis, elementary counselors

reported lower depersonalization than high school counselors. Rural counselors experienced higher personal accomplishment than suburban and urban counselors.

Spencer (2004) tested predictability of locus of control, hours of training and hours of support on the level of burnout in teachers of students with pervasive development disorders in conjunction with teacher's perceptions of burnout and factors contributing to burnout. Participants included 71 teachers. Instruments included: the Maslach burnout inventory-educators survey, the Nowicki- Strickland internal external control scale, a demographic questionnaire and an interview. Simple regression showed locus of control accounting for 17% of the variance in the emotional exhaustion factor of burnout. Personal accomplishment had a weak negative correlation with locus of control. Teachers reported a need for training, more support and less paper work.

Bogler and Somech (2004) examined the relationship between teacher empowerment and teachers' organizational commitment, professional commitment (PC), and organizational citizenship behavior (OCB). The data were collected through a questionnaire returned by a sample of 983 teachers in Israeli middle and high schools. Pearson correlations and multiple regression analysis indicated that teacher's perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their OCB's. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and professional commitment, while decision making, self-efficacy, and status were significant predictors of OCB.

Lackritz (2004) examined burnout and related issues among 265 university faculty members. The study estimates the percentage of incidence of highest levels of burnout is at half the rate of the general workforce. Female faculty members have significantly higher mean scores on emotional exhaustion than

males, while male faculty has higher scores on depersonalization. Significant differences were not found across race / ethnicity groups but age is inversely correlated to emotional exhaustion. Burnout shows significant correlations with numbers of students taught, time invested in various activities, and numerical student evaluations. Suggestions are given to administrators for using a preventive strategy to anticipate burnout, rather than relying on reactive techniques, once it has occurred.

Johnson (2005) tested the degree of burnout that teachers coped with, in addition to the specific stressors they encountered. This study also sought to determine the impact of various stressors and to predict which group of teachers, based on selected demographic data, would not likely experience each of the phases of burnout according to the Maslach burnout inventory. The sample consisted of 116 female and 19 male middle school teachers employed in a sub-urban school district in the mid –South. The result of the study indicated female participants reported slightly higher levels of emotional exhaustion when compared with male participants. The result also indicated that there were no significant characteristics of teachers that would predict burnout among middle school teachers. Specific stressors participants reported include excessive paperwork, lack of support from parents and administrators, and inappropriate students behaviors.

Mabsy (2005) examined the factors that play a significant role in teacher burnout among 356 elementary, middle, and high school teachers in the Maury County School System in Tennessee. Participants responded to 20 questions on The Teacher Burnout Scale (Richmond, Wrench and Gorham 2001) which measures teacher burnout, and a teacher background survey. This research used a causal comparative design. The results of the data analysis showed 60.4% had no evidence of burnout where as 39.6% showed evidence of burnout. The findings also revealed that teachers who felt their salaries were adequate had a highest level of burnout, teachers who rated students as not being well behaved

had the highest level of burnout. There was no statistically significant difference between teacher burnout and gender, school location, ethnicity, teacher age, school levels, years of teaching experience, class size, or highest degree obtained by the teachers.

Drewett (2005) attempted to find out stress levels of teachers in Tarrant County, Texas. Background variables such as age, gender, highest degree, and total years experience were also considered. The data analysis used was causal comparative study including simple descriptive statistics, multivariable analysis of variance and analysis of variance. The findings revealed that many teachers become overly stressed with the daily tasks of a being classroom teachers. They have lost the belief that they can make a difference. Stress can affect teachers in their professional lives by causing teacher burnout.

Bailey (2006) investigated the relationship between job stress and burnout levels and determined the predictors of job satisfaction. The American Counseling Association (ACA) supplied a mailing list of 350 members employed in rehabilitation programs or agencies. They were sent the job stress survey, the Maslach burnout inventory, the job satisfaction survey and a questionnaire on demographics and job characteristic. The sample reported more job stress but generally higher levels of job satisfaction than comparable group norms. On the MBI's emotional exhaustion subscale, the sample was higher than the MBI norms from social workers and much higher than mental health workers. It was hypothesized that job stress and burnout would be positively related; this was true for the EE component of burnout. It was also predicted that burnout would be a stronger predictor of job satisfaction than stress and the strongest predictor overall.

Pagerey (2006) reported the effects of school climate factors on teacher's decision to remain in teaching. Path analysis was used to examine results from the 1999-2000 schools and staffing survey (SASS) public school teacher questionnaire to determine the strength of the effects teacher's perceptions of

their influence and control in school decision making and of working conditions on their decision to stay or leave teaching or to move to a different teaching job. Results of path analysis were that influence over school policy students violent behavior showed significant direct effects and that root causes contributed a significant indirect effect on teachers' decision to remain in teaching.

Jepson and Forrest (2006) examined the influence of behavior, personal achievement strivings, occupational commitment, gender and nature / experience of teaching on perceived work place stress within the teaching profession. It was predicted that perceived stress would be strongest amongst those reporting higher levels of these factors. A multiple regression analysis indicated that there was a positive relationship between Type A behavior, personal achievement strivings, and perceived stress. The relationship between perceived stress and occupational commitment however was found to be negative.

Sadowski and Woodward (2006) had done a cross-lagged correlation study to find out the relation between teacher locus of control and classroom climate. The Locus of Control Scale for Teachers was given to 13 middle school teachers, and the Origin-Climate Questionnaire was given to 78 of their students. Results indicated a moderate relationship between teachers' locus of control and students' perception of classroom climate. The difference between the cross-lagged correlations suggested that teachers' locus of control has a causal impact on classroom climate

Goetzinger (2006) addressed various concerns regarding the burnout rate of special educators in Oklahoma school settings. The provision of a free and appropriate and public education (FAPE) to students with disabilities is dependent upon the retention of qualified special education teachers in the classroom. Although attrition of special education teachers can be attributed to many factors, there has been a specific concern about the role of professional

burnout. The following factors are discussed: (a) definition of stress, (b) definition of burnout, (c) experience of special education teachers in the field, (d) caseload, (e) certification status among special educators, and (f) school size. Among 226 current full time special education teachers with a minimum of three years teaching experience in Oklahoma, the relationships of experience, types of certification, amount of current number of students per caseload, and school size to three dimensions of burnout- emotional exhaustion, depersonalization, and personal accomplishment were examined. Data were collected through a survey that utilized the use of the Maslach Burnout Inventory and a 56 question survey pertaining to the teacher's amount of experience, demographics, types of certification, and teacher's caseload. Following a regression analysis, findings indicated that amount of teaching experience, types of teacher's certification and school size were non significant. The number of students on a teacher's caseload was statistically significant to degrees of burnout in the area of emotional exhaustion.

Mallonga (2006) studied the problem of retention from the perspective of organizational commitment (OC) by examining the relationship between organizational commitment and personal variables among preschool teachers in the public, private centers and head start programs. Allen and Mayer's Organizational Commitment Scale (OCS) was administered to a target population of 220 participants. Results from hierarchical regression showed that age and work setting are better predictors of organizational commitment. Chi-square test and ANOVA showed that education, ethnicity, years of teaching experience, income and tenure are significantly different in the three work settings. Age and membership in the head start program are likewise found to be strong predictors of teacher's affective commitment.

Skaalvik and Skaalvik (2007) tested relation among teachers self efficacy, perceived collective teacher efficacy, external control, strain factors, and teacher burnout. Participants were 244 elementary and middle school teachers.

The analysis supported the conceptualization of teacher self efficacy as a multi dimensional construct. They found strong support for six separate but correlated dimensions of teachers self efficacy, which were included in the following sub scales : instructions, adapting education to individual students needs, motivating students, keeping discipline, cooperating with colleagues and parents and coping with changes and challenges. They also found support for a strong second order self efficacy factor underlying the six dimensions. Teachers self efficacy was a conceptually distinguished from perceived collective teacher efficacy and external control. Teacher self efficacy was strongly related to collective teacher efficacy and teacher burnout.

Gunbayi (2007) examined the difference in the levels of the variables related to the school climate factors among the teachers teaching social science courses, the teachers teaching natural science courses, and the teachers teaching art, music and physical education. As a result of the analysis, all the teachers reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward. Additionally, the teachers teaching art, music and physical education reported higher open school climate than others, man than women, single teachers than married ones, and the teachers with more degree of education than the ones with a lower degree of education, older teachers than younger ones, and the teachers with less seniority than the ones with more seniority.

Brown and Medway (2007) examined the roles of school climate, teacher expectations, and instructional practices in one elementary school in South Carolina (USA) that produced effective achievement outcomes with poor and minority students. Survey data, teacher interviews, and classroom videotaping was used to identify school characteristics and instructional behaviors of six teachers nominated by colleagues as exemplary. The school was characterized by an emphasis on high student expectations, school staff cohesiveness,

engaging instruction, high parent involvement, and multicultural instruction integrated with curriculum. The practices identified are consistent with literature on effective American schools; and the practices are key aspects of the sound instruction of poor and minority children. Teachers stated that teacher education programs did not prepare them to teach these students and that they had to learn this on the job.

Gan et.al (2007) compared the predictive values of locus of control and coping flexibility on student burnout. 273 Chinese university students completed the Chinese version of the Maslach burnout inventory- student survey (MBI-SS; Schaufeli, Martinez, Marques-Pinto, Salanova, & Bakker 2002), the coping flexibility inventory (CFI; Shang, Gan & Zhang, 2005), and Rotter's internal-external scale (1966). Results indicated that the construct of coping flexibility was compared of perceived controllability and strategy situation fit, which negatively predicted burnout. Coping flexibility accounted for significant incremental variance beyond locus of control in predicting the three dimensions of burnout. The results provided evidence for the advantage of a person – situation international construct in predicting behavior, compared to its personality counterpart.

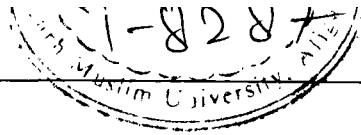
Li (2007) investigated the relationship among investment-reward imbalance, meaning of life, and burnout among Chinese secondary school teachers. As one of the key variable in this study, investment reward imbalance included two operational definitions which were named lack of reciprocity and effort reward imbalance. A three phase study was conducted. In the first phase, individual interviews were conducted with 15 secondary school teachers to develop indigenous items for assessing teacher burnout and lack of reciprocity. In the second phase, 187 secondary school teachers were included to determine the items of newly-developed instruments and to examine their psychometric properties. In the third phase, the aims were to examine the validity and reliability of each instrument, to analysis the relations between teacher burnout

and demographic variables, and to explore the relationship among lack of reciprocity, ERI, meaning of life and teacher burnout in a sample of 509 teachers from 25 secondary schools in Changchun, China. Results showed that, based on the Maslach Burnout Inventory, the newly-modified Burnout Measurement consisted of three subscales: emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (RPA). The self-developed reciprocity scale included three dimension namely, reciprocity in the relationship with students, intangible reciprocity in the relationship with school, and the tangible reciprocity in the relationship with the school. All measurement in this study were found to possess good validity and reliability. According to the relationship between teacher burnout and demographic variables, results indicated that younger teachers reported more EE and DP. Teachers of junior rank reported more burnout. Teachers who taught Chinese, mathematics and English reported more experience of EE than teachers who taught other subjects. Results also showed that, lack of reciprocity in the relationship with students positively influenced EE and RPA. Lack of intangible reciprocity in the relationship with the school was positively associated with RPA. Lack of tangible reciprocity in the relationship with the school was positively associated with EE. Among the three dimensions of lack of reciprocity, lack of reciprocity in the relationship with students is a more important predictor to teacher burnout than other components. ERI was positively associated with EE. Meaning of life was negatively associated with EE, DP, and RPA.

Mattingly (2007) investigated the relationships between school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover in the context of year-round education (YRE). The research design of this study utilized an e-mail invitation to participate with a uniform resource locator (URL) embedded in the message to link participants to an internet based questionnaire. The questionnaire was delivered to 1,254 teachers employed in nine participating school districts in Kentucky that operated on

YRE school calendars. The response rate was 60%. Teachers (N=748) responded to an internet based questionnaire consisting of six scales on the variables of school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover. An open ended question from the internet based questionnaire was examined as qualitative support for the findings from the quantitative data. Quantitative analysis involved examining descriptive statistics correlations among research variables at the teacher level. Data were analyzed using Pearson's correlations, ANOVA and hierarchical regression analysis. The findings demonstrated overall statistically significant positive correlations with study variables. High to moderate statistically significant positive correlations were found between school climate, school culture, teacher efficacy, collective efficacy, and teacher job satisfaction and teacher intent turnover. After statistically controlling for demographic variables, the addition of school climate subscale scores, school culture subscale scores into the second block of the regression equation resulted an additional 16% of the variance. After statistically controlling for school climate subscale scores, school culture subscale scores, the addition of teacher efficacy subscale scores in the third block of the regression equation resulted in an additional 18% of the variance. After statistically controlling for teacher efficacy subscale scores, the addition of collective competency subscale scores in the fourth block of the regression equation resulted in an additional 19% of the variance, and finally after statistically controlling for collective efficacy subscale scores, the addition of teacher job satisfaction subscale score into the fifth block of the regression equation resulted in 38% variance being predicted in the regression equation, a large size effect. Overall, the Conceptual Framework Model for Teacher Intent to Turnover in a YRE Context explained 38% of the variance in the dependent variable teacher intent to turnover.

Balles (2007) surveyed 508 teachers, in one of four samples, to determine if burnout is related to a teacher's perception of internalizing or externalizing disorders, their likelihood to refer a student, and their willingness to implement



interventions for that student. Results indicate that levels of burnout influence perception of externalizing disorders. Additionally, results indicate that teachers experiencing burnout are less willing to implement interventions for students with both, internalizing and externalizing disorders.

Gates (2007) proposed and tested a conceptual model based on Maslach's theory of burnout that would identify factors in teachers working conditions that influenced burnout components in North Carolina public school teachers, as well as to determine current burnout levels for North Carolina public school teachers. Research questions focused on determining current levels of emotional exhaustion, depersonalization, and personal accomplishment of North Carolina public school teachers and determining the predictive ability of the independent variables of social support, classroom climate, and demographic variables. T-test based on the responses of 307 North Carolina public school teachers, found these teachers to be slightly more emotionally exhausted than teachers in the Maslach Burnout Inventory (MBI) 1996 norms. North Carolina teachers were significantly less depersonalized and had significantly higher scores on personal accomplishment than the teachers in the 1996 MBI norms. Multiple regression analysis found emotional exhaustion, depersonalization, and personal accomplishment to be significantly predicted by guidance, having access to advice or information within the school; reassurance of worth, having a perception of other's recognition and their competence, skill, and value; and years of teaching experience. Environment, having positive learning environments exist within the school and classroom, significantly predicted depersonalization and personal accomplishment. Order, having orderly classroom and well behaved students and leadership, having administrators who provide instructional leadership within the school and classroom also significantly predicted depersonalization. Workload, the number of students a teacher worked with daily, is also a significant predictor of depersonalization. The model was moderately effective at predicting

emotional exhaustion (21%), depersonalization (23%), and personal accomplishment (23%).

Dirani (2007) conducted this study to identify the relationships among social patterns of individualism and collectivism, aspects of the learning organization culture, employee job satisfaction and organizational job commitment. The study was conducted in five major banks and associated branches in Lebanon. A sample of 922 service employees was administered paper-and-pencil questionnaire with 298 usable cases obtained with a response rate of 33 percent. The final questionnaire consisted of six parts including: learning organization culture, organizational commitment, job satisfaction, social patterns, demographics and open-ended questions. Data analyses included generating descriptive statistics and conducting correlation and multiple regression tests to answer the guiding research questions. Results showed that learning organization culture dimensions were positively and significantly related to organizational commitment and positively and significantly related to intrinsic, extrinsic and overall job satisfaction. In addition, organizational commitment was positively and significantly correlated to intrinsic, extrinsic and overall job satisfaction. Regression results of the interaction between social patterns and learning organization dimensions revealed that whether individuals were more individualistic or collectivistic in their behavior, there was no change in the relationship between learning organization culture and organizational commitment or job satisfaction. Thus, this study confirmed that whatever individuals' social patterns were, their preferences regarding learning, job satisfaction and organizational commitment did not change.

Maika (2007) conducted a study on organizational climate of elementary schools and aspects of change orientation. Therefore the focus of this study was to explore the relationships between four dimensions of burnout and three aspects of change orientation. The general hypothesis that guided this study was that change orientation would be positively related to three aspects of

organizational climate and negatively related to one dimension. Since both variables were viewed from a multidimensional perspective, this study identified which dimensions of climate best predicted each aspect of change orientation. Trained researchers collected data from 112 elementary schools in south central Texas. At each campus, one half of the certified faculty were administered the organizational climate index (OCI) while the remaining half received the faculty change orientation scale. Additional data used in analyses were required from the Texas Education Agency. A factor analysis was performed on both instruments employed in this study to verify the factor structure and stability of each scale. Since the unit of analyses was the school, aggregate scores for each variable were computed. Then, descriptive statistics were calculated for all variables utilized in the study and correlation coefficients were determined for each dimension of climate with each aspect of change orientation. In order to determine which climate dimensions best predicted each aspect of change orientation, multiple regression analyses were performed. The analyses supported the general hypothesis employed in this study. Nevertheless, certain dimensions of climate were more or less pertinent in predicting each aspect of change orientation. Additionally, factor analyses supported the factor structures of both instruments when compared to their theoretical frameworks. Even though climate was utilized as the independent variable in this study, the direction of causality is unclear. That is, it is feasible that a reciprocal relationship exists between climate and change orientation.

Danenbergl (2007) investigated the relationship of preschool classrooms' percentage of students referred for special education evaluation and teacher burnout. The Maslach Burnout Inventory-Educators Survey was administered to a sample of 42 preschool teachers. Findings indicated that there was a strong, positive correlation between degrees of emotional exhaustion and the percentage of students referred for special education evaluation. There was also a positive relationship between degrees of depersonalization and percentage of students who were referred to special education evaluation. In addition, number

of years teaching was negatively correlated with the percentage of students who were referred for special education evaluation. Higher ratings of administrative support were moderately correlated with higher levels of personal accomplishment. Higher levels of personal accomplishment seemed to provide educators with a sense that they are continuing to influence the development of the children that they were educating. This feeling was prevalent among educators despite the fact that they were emotionally exhausted. A multiple regression analysis was also conducted and findings indicated that the best predictor of the number students who are referred for special education evaluation is emotional exhaustion.

Albert (2007) worked to advance the research of self efficacy and autonomous learning within the context of learning. Both variables of self efficacy and autonomous learning proved to have a correlation with two of the three areas of teacher burnout. These two variables were used as an assessment rooted in the context of learning. Based on these results, an explanation could be made as to why teachers with higher levels of self efficacy and the four factors associated with autonomous learning (desire, initiative, resourcefulness, and persistence) concerning their learning abilities showed less signs of burnout. Therefore, self efficacy and autonomous learning do play an important role in teachers refraining from physically and emotionally distancing themselves (depersonalization) and having increased feelings of success from working with their students (personal accomplishment).

Crocker (2007) investigated teacher beliefs and organizational climate constructs of collective efficacy, faculty trust, academic emphasis, enabling bureaucracy, and mindfulness as antecedents for implemented professional development. Using Conscious Discipline as professional development and book study as delivery, in this mixed methodology study, 489 teachers in 17 suburban elementary schools completed surveys measuring organizational climate constructs, teacher beliefs about classroom management, and self

reported degree of implementation. Morning greeting and classroom walkthrough observations collected evidence of implementation. Sixteen focus group teachers from four elementary schools explained the degree of implementation. This study found that (a) teacher and school demographic data correlated with organizational climate constructs; (b) teacher beliefs and faculty mindfulness explained 65.7% of variance in self reported degree of implementation; and (c) socio-economic status, book club participation, and teacher beliefs explained 77.1% variance in observation degree of implementation.

Keiser (2007) examined the relationship between teachers' sense of empowerment and their organizational commitment. Four research questions were posed to determine the extent to which teacher empowerment and the six constructs of teacher empowerment contributed to total, affective, normative, and continuance commitment above and beyond that explained by variables identified as antecedents of organizational commitment. Quantitative survey research methods were utilized to collect data. From a random sample of 917 full time teachers employed by Prince Williams County Schools, 321 teachers completed an informational questionnaire regarding the antecedents of teacher empowerment and/ or organizational commitment. The School Participants Empowerment Scale measured of teacher empowerment. The Affective, Normative and Continuance Commitment Scale measured organizational commitment. A series of multiple regressions were executed to analyze the data. Teacher empowerment was found to contribute to the variability in organizational commitment as a whole and across each of its components. Further analysis identified professional growth as the construct of empowerment that contributed the most variance in all aspects of organizational commitment. Each construct of empowerment provided some degree of variance in one or more component of organizational commitment. These findings suggest that school leaders provide opportunities for varied

professional growth and for the development of organizational structures that encourage participatory decision making by teachers.

Grayson and Alvarez (2008) investigated components of school climate (i.e. parent / community relations, administration, student behavioral values) and assessed their influence on the core burnout dimensions of emotional exhaustion, depersonalization, and feelings of low personal accomplishment. The study weighed the relative contributions of demographic factors (i.e. gender, age, and years of teaching experience), teacher satisfaction, and teacher rated school climate that predict resultant levels of teacher stress burnout from 17 rural schools in Southeastern Ohio. Results revealed that different aspects of school climate related to each of the three primary burnout dimensions. Further, the inverse relationship between school climate and burnout was mediated by teacher satisfaction levels for both emotional exhaustion and depersonalization dimensions. Results from the present study may be used in the development of future intervention targets for reducing teacher stress and burnout.

Wright (2008) compared the effects of two intervention techniques on the level of burnout among Children Service Workers. A total of 28 individuals voluntarily agreed to participate in the study. These members were randomly assigned to three groups, Person Centered Theory, Cognitive Behavioral Theory and a control group. The person centered and cognitive behavioral groups received information and intervention techniques, specific to each theory, over a six week period. The control group received no treatment. At the conclusion of the six week intervention treatment, all three groups were post-tested using the Maslach Burnout Inventory- human services survey. Analyses were conducted on the post-tests of the dependent variables and covariates using among group multivariate analysis of covariance (MANCOVA). No differences in the level of burnout among the groups were found based on receiving person centered, cognitive behavioral or no intervention.

Price (2008) investigated the impact of professional development and teacher-student relationships on school climate as a resource to further empower teachers to move students toward optimal student achievement. This topic lead the researcher to consider the following research question: (a) what is the relationship between professional development activities to improve classroom management and teacher student relationships? ; (b) To what extent have continuous professional development activities to improve classroom management impacted teacher perceptions of school climate? ; (c) To what extent have continuous professional development activities to improve classroom management affected teacher perceptions of teacher student relationships? ;(d) To what extent have professional development activities to improve classroom management affected the methods of classroom management utilized by teachers? Descriptive statistics were used to analyze data that was collected from the completion of the Teacher Perceptions of the Impact of Professional Development and Teacher – Student Relationships on School Climate Survey. The survey also included three open ended questions that yielded themes that emerged from the responses. Statistically significant data revealed that effective professional development practices impacted the perceptions of teachers regarding the presence of teacher student relationships that would lead to improve school climate.

Chan et.al (2008) tested a predictive and mediation model of teacher commitment. Teacher efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment. Multi group structural equation modeling was used to test and validate the mediation model across two independent samples of teachers. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. Teacher efficacy and

identification with school were found to completely mediate the relations between the three antecedents and teacher commitment.

Comerchero (2008) designed a study to examine if the combination of teachers' gender, tenure status, teacher efficacy, adaptive perfectionism and maladaptive perfectionism predicted significant variation in teachers' emotional exhaustion, depersonalization, and personal accomplishment levels. Additionally the current study examined whether perfectionism variables moderated the relationship between teacher efficacy and teacher burnout. Teachers from three local school districts were recruited to participate in the current study (N=285) by completing the Maslach Burnout Inventory-Educators survey, The Teacher Sense of Efficacy Scale, and the Almost Perfect Scale Revised. Correlation analysis revealed that being female was positively associated with higher emotional exhaustion scores as well as higher teacher efficacy levels. Female also had lower maladaptive perfectionism scores. Tenure status was negatively correlated with depersonalization and positively correlated with personal accomplishment. Tenured teachers also showed higher levels of adaptive perfectionism and lower levels of maladaptive perfectionism. Adaptive perfectionism was negatively related to DP and positively related to PA. Maladaptive perfectionism was positively correlated with EE and negatively related to PA. The result of three hierarchical regression analysis suggested that the combination of demographic and main independent variables accounted for significant propitiations of the variance in EE, DP and PA. Teacher efficacy, adaptive perfectionism and maladaptive perfectionism produced the most significant changes in variance with gender and tenure showing less influence. Adaptive and maladaptive perfectionism did not significantly moderate the relationship between teacher efficacy and any of the three teacher burnout dimensions.

Loonstra et.al (2009) recognized teacher burnout as a serious problem. The present study focused on the relationship between existential fulfillment and

burnout among secondary school teachers in the Netherlands (N=504). Existential fulfillment was made operational by means of the existential fulfillment scale, which distinguishes between three dimensions: self-acceptance, self-actualization, and self-transcendence. A confirmatory factor analysis revealed a three dimensional construct with interdependent dimensions. Burnout was measured by the Dutch version of the Maslach Burnout Inventory for teachers. Negative relationship between the existential fulfillment dimensions on the one hand and the burnout dimensions exhaustion and cynicism on the other were hypothesized, as well as positive relationship between the existential fulfillment dimensions and the burnout dimension professional efficacy. The hypotheses were confirmed, except for the relationships between self-transcendence and exhaustion and self-transcendence and cynicism, which appeared not to be significant. The enquiry demonstrated the importance of existential fulfillment for the prevalence and prevention of burnout among teachers.

Choi and Tang (2009) examined the commitment of Hong Kong teachers in the decade after the political transition in 1997, when large scale education reforms were launched. The life history method was employed to investigate teacher's self-appraisal of their commitment levels in their career course and factors contributing to such trends. Findings not only affirm the previous view that teacher commitment involves the interplay of personal, workplace and education systemic factors but also illuminate how these factors interplay differently to effect sustained / increased or decreased commitment. 'Love for students' is argued to be a crucial personal factor which counteracts unfavorable external conditions to sustain teacher commitment.

Skaalvik and Skaalvik (2009) examined relations between teachers' perception of the school context, teacher burnout, and teacher job satisfaction. Participants were 563 Norwegian teachers in elementary school and middle school. Four aspects of teachers' perception of the school context (supervisory support, time

pressure, relations to parents, and autonomy) and three dimensions of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) were measured. The data were analyzed by means of structural equation modeling using the AMOS 5 program. Teachers job satisfaction was directly related to two of the dimensions of burnout (emotional exhaustion and reduced personal accomplishment) and indirectly related to all aspects of the school context, through emotional exhaustion and reduced personal accomplishment. The three dimensions of burnout were differently related to the school context variables. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers' relations with parents.

Mckenzie (2009) employed a quantitative research method and examined the relationship among teacher burnout, job related stress and humor coping styles in 306 high school teachers from the south suburb of Chicago, Illinois. A correlational cross sectional survey research design was employed in this study. Teachers responded to three survey instruments. The teacher stress inventory, provided data on the teachers' perception of stress as it related to their occupation. Six of the nine demographic items were selected from this instrument for use with this study; the Maslach burnout inventory-educators survey rated levels of burnout on the scales of emotional exhaustion, depersonalization, and lower personal accomplishment in teachers; the humor styles questionnaire measured potentially beneficial and detrimental ways people tend to use humor in their everyday lives. Research hypotheses 1 through 3 were tested using the Pearson bivariate correlation coefficient. The results of this study indicated that teacher reported stress was statistically significantly associated with more emotional exhaustion, more depersonalization and less personal accomplishment. Research hypotheses 4 through 6 only focused on those participants who reported a high level of job related stress. Specifically, participants with high levels of reported stress were broken down into the who use humor to cope and those who do not. This study

did not find empirical evidence to support hypotheses 4 through 6 that teachers with high reported stress levels who use humor as a cope mechanism have less emotional exhaustion burnout, less depersonalization burnout or high personal accomplishment burnout than teachers with high reported stress levels who do not use humor as a coping mechanism.

Willingham (2009) examined the factors affecting role stress and burnout among practicing school counselors as measured by the Maslach Burnout Inventory and the Role Conflict and Ambiguity Scale. The MBI utilizes three subscales to measure burnout: emotional exhaustion, depersonalization, and personal accomplishment, while the role conflict and ambiguity scale utilizes two subscales to measure role stress: role conflict and role ambiguity. It was hypothesized that no differences would be found across the subscales between school counselors working in urban and non urban settings and between school counselors with and without previous teaching experience. Instruments were administered to volunteers who were in attendance at the American School Counselors Association national Conference in Atlanta, GA. In addition to the burnout and role stress instruments, participants completed a short demographic questionnaire. Results of the study did not produce any significant differences between factors across the subscales.

Gaitan (2009) examined the relation of teacher burnout to the frequency and quality of behavioral intervention implementation. A sample of 45 general and special education teachers were trained to implement the Good Behavior Game, an intervention designed to assist teachers in the management of problem behavior in the classroom, and asked to implement it each day for 28 weeks. Direct observation data were collected from teacher implementation of the Good behavior Game. A multiple regression analysis was used to examine the predictive relation between three subsets of the Maslach Burnout Inventory: (a) emotional exhaustion, (b) depersonalization, and (c) personal accomplishment, and two indicators of adherence: (a) mean frequency of

implementation of the Good Behavior Game and (b) likert ratings of quality of implementation. Significant main effects were found for emotional exhaustion and personal accomplishment on adherence. A post hoc analysis conducted to explore the directional relations between independent and dependent variables resulted in the following conclusions: (a) group membership in low, moderate, or high levels of any single burnout factor was not statistically significant as an individual predictor of adherence and (b) group differences exist between factors of emotional exhaustion and personal accomplishment confirming relation between high levels of exhaustion and low levels of satisfaction with personal accomplishment. Further examination of means plots determined directional relation between high levels of emotional exhaustion and greater adherence.

Ting (2011) studied the relationship between school organizations' internal marketing and teachers' organizational commitment by examining the mediating role of teachers' job involvement and job satisfaction. The participants in the study were 275 elementary school teachers. This empirical study was based on questionnaire surveys. A nested model and structural equation modeling were used for analysis. The results show that internal marketing, job involvement, and job satisfaction all have a direct impact on organizational commitment. Moreover job involvement and job satisfaction play partial mediating roles in the relationship between internal marketing and organizational commitment.

Skaalvik and Skaalvik (2011) examined the relations between school context variables and teachers' feeling of belonging, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession. Six aspects of the school context were measured: value consonance, supervisory support, relations with colleagues, and relations with parents, time pressure, and discipline problems. The participants were 2569 Norwegian teachers in elementary school and middle school. The data were analyzed by means of

SEM analyses. All six school context variables were related to job satisfaction and motivation to leave the teaching profession. These relations were primarily indirect, mediated through feelings of belonging and emotional exhaustion.

2.2 NATIONAL STUDIES

Mistry (1985) attempted to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and achievement as outcome variables of locus of control, motivational climate, and participation in academic climate and various types of role stresses the teaching population faced. In the study, six different research tools were employed to collect the data – the satisfaction-dissatisfaction employer's inventory, used to assess job satisfaction, the social relation inventory developed by Rotter, a "your feelings about your role" scale developed by Pareek, a motivational analysis of organizations questionnaire by Pareek, a psychological participation index by Pestonjee and a general inventory to gather general information. 202 subjects were selected from colleges and secondary schools of Ahmedabad.

Major findings were that no significant relationships were observed between locus of control and various dimensions of job satisfaction. The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction, inter-role distance, role stagnation, role-ambiguity, role-overload, role-inadequacy and overall indices of role-stress had been found to be negatively associated with all but social relations dimensions of job satisfaction.

Misra (1986) studied the relationships between stress and burnout, meaning in life and stress, and meaning in life and burnout in teachers. The tools used for data collection were Moholick's (1981) purpose in life test, Maslach and Jackson's (1981) inventory for study of burnout, and a scale and interview schedule prepared by investigator for measurement of stress and other background variables. The sample comprised 345 teachers from 15 secondary

schools and an in-service teacher's population of three teacher training institutions in Calcutta. Descriptive and non-parametric statistical techniques were used for analysis of data. The findings of the study were that meaningfulness of life of the teachers was quite high according to their own perception. All the measures of meaning in life, namely, self-reported meaning in life, sources of meaning in life, and sources of meaning in teaching had a positive relationship with meaning of life. Stress was positively related to burnout with regard to emotional exhaustion and depersonalization.

Samad (1986) studied the organizational climate of government high schools of Chandigarh and its effect on job satisfaction of teachers. The data for the study were collected from 175 teachers selected randomly from 18 government high schools. They were administered, The Halpin and Croft Organizational Climate Description Questionnaire and The Gaba Teacher Job Satisfaction Scale. The findings of the study were that teacher in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. Teachers in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools. No significant differences were found between teachers working in open climate schools and teachers working in less open climate schools on the sub-scales, manager society, emoluments and students.

Singh (1988) tried to investigate the teaching efficiency of secondary school teachers in relation to their job satisfaction and socio-economic status, and also to study the construction of a teaching efficiency scale. The sample of the study consisted of 300 secondary school teachers and 1500 students of class 10th from Faizabad region. Each teacher was rated by his own five students. The data was collected using the job satisfaction questionnaire of Kumar and Mutha, the socio-economic status scale of Kulshreshtha and the self developed teaching efficiency scale. Product-moment correlation and analysis of co-variance were used while treating the data. The investigator found that a positive relationship

existed between teaching efficiency and job satisfaction, and teaching efficiency and socio-economic ratios of secondary school teachers. A positive relationship existed between job satisfaction and the socio-economic status of secondary school teachers. The teaching efficiency of rural and urban trained and untrained secondary school teachers did not differ significantly.

Singh (1988) attempted to relate organizational climate with teachers self concept and their attitudes and to find out the relationship between the organizational climate of colleges. A sample of 520 teachers was drawn from 104 colleges of Gorakhpur University. The school organizational climate description questionnaire by M. Sharma, the personality differential by K.G. Agarwal and the teacher's attitude scale by Shukla were used. Mean, S.D., chi-square and critical ratio were used to analyse the data.

The findings showed that the open climate generated a higher degree of conformity in the teachers while the closed climate caused a low degree of conformity. In the closed type of climate, the level of the tenseness of the teachers was high. Organizational climate was significantly related to teacher's attitude. The open climate was found to lead to a more positive attitude and the closed to a less positive attitude in the college teachers.

Prakasham (1988) compared the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The sample comprised of 800 teachers from 120 government, local body, and private non-Christian and Christian schools teaching classes 9th, 10th, and 11th. The researcher used the School Organizational Climate Description Questionnaire of Motilal Sharma, the General Teaching Competency Scale of B.K.Passi and M.S. Lalitha, and the Teacher Effectiveness Scale of Promod Kumar and D.N. Mutha. Mean, S.D. t-ratio, co-efficient of correlation and ANOVA were computed while treating the data.

The major findings were that the open school organizational climate positively affected both the teaching competency as well as teacher effectiveness. Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural school or schools located in industrial areas on both teaching competency and teacher effectiveness.

Mittal (1989) explored the phenomenon of teachers motivation to work in various settings and levels and its interdependence with the organizational climate of concerned schools. One hundred teachers from two senior secondary schools of Delhi constituted the sample of the study. The tools used were the Teacher's motivation to work scale and test of B.Singh and the School Organizational Climate Description Questionnaire of Moti Lal Sharma. Mean, S.D., t-test and co-efficient of correlation were computed while treating the data. Findings showed that teachers working in private schools were significantly more motivated to work than their counterpart working in government managed schools. The location of the schools and the sex of the teachers had no significant influence on the teachers' motivation to work.

Dhulia (1989) attempted to study administrative styles, job satisfaction of teachers and institutional perception of students as related to school climate. The sample comprised 30 principals, with 470 teachers and 470 students drawn by the proportionate allocation technique of sampling. The tools used include the school climate description Questionnaire by Shah, M.L. and Sah. A principal's administrative style scale, teacher's job satisfaction scale and students' institutional perceptual scale for secondary level. The collected data were treated with correlation. Major findings indicated that all the variables mentioned in the study JJS-SIP-TJS, SC SIP-SC, were identified to be positively and significantly correlated with each other on the basis of different types of administrative styles, AS-LFS-AS respectively. The highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with autocratic style.

Chakraborti (1990) attempted to study the organizational climate of secondary schools in West Bengal and its correlation with other relevant variables. This study also examined the extent of relationship between the school organizational climate, leadership behaviour of the headmasters, job satisfaction of teachers, academic motivation of students, socio-economic status of students and school effectiveness. The sample consisted of 86 boys and 46 girls schools of Calcutta and 24 Paraganas in West Bengal. The total numbers of respondents were 1672 teachers, covering both male and female. Tools used to collect the data included School Organizational Climate, Leadership Behaviour Description Questionnaire and five point rating scales. Collected data were treated with mean, S.D. simple rank difference correlation and ANOVA.

It was found that out of 132 Bengali medium secondary schools of the present sample 16, 15, 21, 27, 39, and 1 schools were perceived by their teachers as having, respectively, an open, autonomous, familiar, controlled, paternal and closed type of climate. Significant and positive correlations were found between the organizational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and school effectiveness.

Basi (1991) focused on measuring the teaching competency of language teachers of Ferozpur, Ropar and Ludhiana districts and ascertained the difference between the more competent and the less competent language teachers in relation to the measure of job satisfaction, locus of control and professional burnout. The tools used included the self rating scale for teachers, the pupils' ratings of teacher scale of Grewal, the teachers job satisfaction scale of Chandel, Rotter's internal-external scale and the Maslach burnout inventory. Mean, S.D. t-ratios, analysis of variance, Pearson's coefficient of correlation and factor analysis were employed to analyse the data. The findings indicated that language teachers had a moderate sense of personal accomplishment and success, and so they did not experience any professional burnout. There existed

a positive correlation between the measures of job satisfaction and the criterion measures of teaching competency and a negative correlation between locus of control and teaching competency, professional burnout variables and criterion measures of teaching competency.

Misra (1991) tried to assess and analyse the perceived stress and burnout levels of teachers varying in personality drawn from four types of school management. It also analyse the relationship between organizational conflict variables, teacher stress and burnout scores in relation to school management and assess their predictive efficacy. The tools used included Rahim organizational conflict inventory, teacher stress inventory, Maslach burnout inventory, Rotter's I-E locus of control scale, and open end coping behaviour questionnaire on the sample of 200 primary school teachers. Investigator found that ELC and ILC teachers significantly differed in obliging, dominating, avoiding, emotional exhaustion and depersonalization scores. Teachers under different types of management significantly differed in integrating, obliging, avoiding, compromising, and emotional exhaustion scores. Teachers varying in personality and working under different management types used different coping behaviour to reduce their stress and conflicts.

Rama (1992) aimed to analyse the job satisfaction (JS), attitude towards teaching (ATT), job involvement (JI), teacher efficiency (TE), and perception of the organizational climate (POC) of teachers of residential (R), and non-residential (NR) schools. The sample for the survey involving 400 secondary school teachers equally distributed between the two types of schools. A job satisfaction scale, a scale to measure attitude towards teaching, a job involvement scale, a graphic efficiency scale, an organizational climate description questionnaire and a personal data sheet were used to collect the data. Analysis of variance, t-test, chi-square test, correlation and multiple regression analysis were used to analyse the data.

The findings showed that the teachers were neither satisfied nor dissatisfied with their job. The teachers had favourable attitude towards teaching. Teachers of R schools exhibited a significantly higher level of overall JS compared to teachers of NR schools. With regard to organizational climate, there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in R schools as compared to NR schools.

Alam (1993) designed the study to determine the effects of locus of control, anxiety and ego stress on categorical clustering of verbal materials. A 2x2x2 factorial design with two types of locus of control (external and internal), two levels of anxiety (high and low) and per- experimental stress instructions (ego stress and reassurance) was employed. There were eight groups each having fifteen subjects. The results indicated that internal subjects exhibit superior clustering than those of external subjects, under both ego stress and reassurance conditions. Subjects with high anxiety and stress have shown poorer clustering as compared to their low anxiety counterparts. However, reassurance condition facilitated the clustering performance of high anxiety subjects.

Malimath and Kumar (1993) conducted a study to analyze the relationship between organizational climate and dynamics of power among 60 senior managers in a public sector organization. Managers in two levels (PS6 and PS7) were studied by a field survey method using questionnaires and self report inventories. Managers at a higher level (PS7) perceived more responsibility, reward and structure. There was a significant difference in the percentage of sample having the three power orientations. Structure warmth and identity were significantly related to the use of power strategy no.4 (use data to conceive others) in PS7 level ($p < .05$), while in the total group, only warmth was significantly related to strategy no.4 ($p < .05$). Managers with higher educational qualification perceived more conflict and there was a discrepancy between strategies most preferred and those actually utilized. The results are discussed

stressing the need and importance of integrating power issues with organizational development.

Gupta (1996) conducted a study to find out work values of teaching and non-teaching professionals in relation to their locus of control. The sample of the study comprised of 250 subjects that include teachers, administrators, engineers, lawyers and doctors. The tools selected for the study were socio-profession related variables questionnaire, work values inventory by Donall E. Super and social reaction inventory by J.B. Rotter and adopted in Indian conditions by Aggrawal. The main findings were that teachers shared common emphasis along with administrators, engineers and doctors on the work values. Teaching and non-teaching professional groups showed no difference in the work value. Internal and external control groups did not differ significantly.

Kudva (1998) attempted to find out teachers burnout with reference to some personal, professional, and organizational factors. Descriptive statistical method of correlation and comparative approach were used. Sample comprised of 932 teachers of pre-primary, primary, secondary, higher secondary and degree levels. Tools used were I-E scale by Rotter to measure locus of control, MBI form by Maslach and Jackson to measure the burnout, Socio-Economic status scale by Kalliath, Role efficiency scale by Pareek along with personal data sheet. The findings of the study were that the age of teachers had non linear relationship with burnout. There is a positive relationship between lack of personal achievement and educational qualification. Study also found that there is a significant negative relationship between depersonalization and socio-economic status of the teachers.

Ghalot (1999) studied teachers' performance and job satisfaction of teachers in relation to their maturity, locus of control and organizational conflict. The survey method was used for the study. In addition the causal-comparative method was also used. The sample comprised of 27 junior college teachers teaching in colleges situated in Greater Mumbai. The tools used for the study

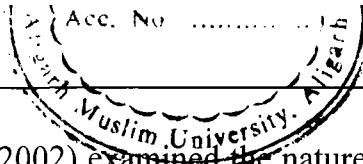
were psycho-social maturity scale, locus of control scale, organizational conflict scale, job satisfaction scale and self evaluation of teachers' performance scale. The statistical techniques used for data analysis were descriptive statistics such as mean, median, mode, S.D. and inferential statistics such as t-test, Pearson's correlation, Z-test, ANOVA, partial and multiple correlation and path analysis. The findings of the study showed that there was no significant gender difference in psychosocial maturity, internal locus of control, the perceived organizational conflict of teachers, and their self evaluated performance and job satisfaction. It was also showed that there was significant difference in the teachers' performance with different levels of psychosocial maturity of teachers. There was also significant difference with different types of locus of control of teachers. There was significant difference with different levels of organizational conflict.

Kasinath (2000) analyzed independent and combined effects of variables, viz., institutional climate (open and closed), personality (extrovert and introvert) and home climate (happy and unhappy) of teacher educators on proneness to burnout. Samples of 210 teacher educators working in 29 colleges of education were given MBI form ED along with the tools on selected variables. The study revealed that (1) teacher educators serving in a closed institutional climate are more prone to emotional exhaustion dimension of burnout than teacher educators in an open institutional climate, (2) teacher educators serving in closed institutional climate, introvert teacher educators and teacher educators with unhappy home climate are more prone to burnout on depersonalization and personal accomplishment dimensions. (3) Introvert teacher educators serving in closed institutional climate with unhappy home climate are more prone to burnout on emotional exhaustion and personal accomplishment dimensions.

Khaleque (2001) tried to investigate burnout in relation to self concept and introversion-extraversion among elementary school teachers in Assam. The

2x2 factorial design was followed in the present study. The sample comprised randomly selected 600 elementary school teachers from Barpeta and Kamrup. Maslach burnout inventory (MBI) by Maslach and Jackson, personality word list (PWL) by P. Deo, and Kundu introversion and extraversion inventory by R. Kundu were used for data collection. The data were analyzed by mean, S.D. t-test, ANOVA, and correlation. The findings of the study revealed that teachers with high self concept were having higher scores in respect of emotional exhaustion as compared to teachers with low self concept. No significant difference in the level of depersonalization was observed between high and low self-concept groups. Teachers with introverted personality orientation were having fewer feelings of emotional exhaustion and depersonalization than those teachers possessing extraverted personality type. The interaction between introversion-extraversion personality and sex was found to be significant. The joint effects of levels of self concept, introversion-extraversion and sex with respect to all the measures of burnout subscales were not found to be significant.

Verma (2002) aimed at examining the job satisfaction of teachers in relation to job stressors, role commitment, vocational maturity and social intelligence. For investigation purpose 567 teachers from 115 schools of Indore district were selected. Conclusions drawn were that the female teachers were found to be significantly more job satisfied than male teachers when job stressors, role commitment, vocational maturity, and social intelligence were considered as covariate separately. There was no significant difference found in job satisfaction of trained and untrained teachers where job stressors, role commitment, vocational maturity, and social intelligence were considered as covariate separately. There was no significant influence of interaction between marital status and job stressors, role commitment, vocational maturity, and social intelligence on job satisfaction of teachers separately.



Pandey and Tripathi (2002) examined the nature of influence exerted by social support on occupation stress and burnout relationship. The sample consisted of 56 male teachers of an engineering college in Gorakhpur. Their age range between 22 to 59 years. Occupational stress index (Srivastava & Singh, 1981), Maslach's burnout inventory and functional social support questionnaire (Srivastava & Singh, 1997) were used to collect data. Correlation and regression analysis were used to analyze the data. Findings were that social support correlated negatively with various occupational stressors as well as burnout. Immediate officer's support was found to be the single best predictor of both occupational stress and various components of burnout.

Sandu and Anand (2003) investigated the moderating effects of self-efficacy beliefs on burnout experience of women teachers. The sample consisted of 50 women teachers in the age group 30-40 years. Three test materials such as Maslach Burnout Inventory, Teacher self-efficacy scale and Role Diversity were used to collect data. The results indicate a significant difference on three dimensions of burnout between groups formed on the basis of high-low teacher self-efficacy beliefs. No difference between role diversity experiences of two groups was found.

Srivastava (2003) focused on the relationship among physical structure, human structure of school and burnout tendency of female primary school teachers. The sample consisted of 456 primary school teachers of Varanasi region. In this study normative survey method was used for collection of data. For measuring female primary school teachers burnout tendency an Indian adoption of Maslach Burnout Inventory was used, while for measuring the effects of the school organizational structure on female teachers a rating scale of 50 items was used. The study reveals that schools having poor organizational structure are likely to have higher number of burnout female teachers. The schools with poor human and physical organizational structures are likely to have high burnout female teachers.

Kaur & Kaur (2007) made an attempt to study occupational stress and burnout among women police. The sample comprised of 80 women police selected randomly from various police stations, women's cell from Jalandhar and Phillaur. Their age ranges between 25-45 years. The sample was administered, Srivastava and A.P.Singh's occupational stress scale. The data thus collected was subjected to correlational co-efficient. The results indicated positive correlation between occupational stress and burnout. As the level of occupational stress increase the level of burnout also increases among women police.

Chand and Monga (2007) examined the correlates of job stress and burnout among university faculty. One hundred faculty members were included from different academic disciplines from two universities of Himachal Pradesh. They were selected through purposive and incidental sampling. Tools such as Maslach Burnout Inventory, Faculty Stress Index by Gmelch et.al, Locus of Control Scale by Rotter, the significant scale and job involvement scale by Aggarwal were used to collect the data. Pearson's product moment co-efficient of correlation and t-test were used to determine the significant relationship with different variables used for this study

The overall findings of the study suggested that respondents with internal locus of control, high social support and high job involvement experience less stress and burnout. Results also reveal that maximum job stress was reported by professors and minimum by the assistant professors.

Khan and Srivastava (2008) studied teacher's burnout in relation to mental health. The purpose of this study is to know the impact of mental health on the level of burnout of the teachers teaching at different education levels. 640 teachers were randomly selected from different educational institutions and were administered mental health status inventory in order to categorize them into different levels of mental health. After this categorization they were administered burnout scale to investigate the functional relationship between

these two variables of psychological and educational importance i.e. burnout and mental health. It was found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health.

Anviti (2008) conducted a study on job burnout in Indian perspective. She conducted her study on Indian managers and said that burnout appears to be a response to interpersonal stressors on the job in with an overload of contact with people causes changes in attitude and behaviour towards them. This article was a step towards explanation of the concept and determinants of burnout.

A careful and through review of the published literature on the subject revealed that burnout, school climate, locus of control, role commitment and socio-economic status variables have been studied by a large number of researchers at international level. From this brief review of studies it is quite evident that in Indian context, no study could be located by the investigator during her limited review of literature which studies the teachers' burnout in relation to the school climate, locus of control, role commitment and socio-economic status. Since these factors are supposed to influence the burnout of the teachers and there is a paucity of published literature in the area of secondary education in the country, the investigator was inspired to conduct a study on the relationship of teacher burnout of secondary school teachers with school climate, locus of control, role commitment and socio-economic status. The empirical research endeavor which has been taken up by the present investigator on secondary school teachers may thus be considered as novel and challenging. Hence it is assumed that present investigation shall fill this gap in the knowledge and provide empirical data to describe the role of school climate, locus of control, role commitment and socio-economic status in the teacher burnout. Besides getting an overall view of research on these variables the review of literature also exhibited information on methods of data collection, research design, and use of statistical tool for analyzing the data, which helped the researcher in

developing an appropriate methodology for present investigation that will be discussed in the subsequent chapter.

Chapter - III

Method and Procedure

METHOD AND PROCEDURE

The basic purpose of this study was to study burnout in relation to school climate, locus of control, role commitment, and socio-economic status among secondary school teachers. The basic premise of this study was that the Teacher's Burnout will not be significantly related with the school climate, locus of control, role commitment and socio-economic status of teachers. In this chapter are described the details of the method and procedure adopted for achieving the objectives of this study. The chapter consists of the following sections:

- 3.1 Method of the study
- 3.2 Population
- 3.3 Sample
- 3.4 The tools
- 3.5 Description of tools
- 3.6 Data collection
- 3.7 Response rate
- 3.8 Data organization
- 3.9 Statistical techniques used
- 3.10 Statistical computations

3.1 METHOD OF THE STUDY

Since the present research work has been undertaken to study the Teacher's Burnout in relation to school climate, locus of control, role commitment, and socio-economic status. Hence this study was conducted to study Burnout among the teachers at the secondary level in Allahabad district of Uttar Pradesh. The descriptive survey research method was adopted to complete this study. The descriptive survey research method enabled to study the Burnout

among secondary school teachers in relation to school climate, locus of control, role commitment, and socio-economic status.

3.2 POPULATION

All the teachers teaching at secondary school level in Allahabad district of Uttar Pradesh were defined as the population for this study during the year 2008-09.

3.3 SAMPLE

Since this population was very huge, a sample of 465 teachers, teaching at secondary school stage was selected through cluster sampling technique. For this first out of 156 secondary schools whether the government and private, 58 schools were selected and then all the teachers enrolled in these 58 schools were taken into the sample.

3.4 THE TOOLS

The study involved one dependent and four independent variables. They were

Dependent variable –

1. Teachers Burnout

Independent variable –

1. School Climate
2. Locus of Control
3. Role Commitment
4. Socio-Economic Status

So far as the tools of the study were concerned, only the standardized tests have been employed for obtaining reliable and valid data for dependable results. The tools used in the present study were described below.

3.5 DESCRIPTION OF THE TOOLS

The following tools were used for the proposed study.

3.5.1 Tool 1- Burnout Scale (Maslach Burnout Inventory)

One of the main objective of this study was to study Burnout among teachers at secondary school level. To accomplish this objective the Job Burnout Inventory as developed by Maslach and Jackson (1981) was used to assess the degree of burnout of the subjects. The scale contains 22 items and each item to be rated on 7 point scale.

1. Never
2. Very mild
3. Mild
4. Somewhat moderate
5. Moderate
6. Somewhat strong
7. Strong

This scale measure 3 dimensions of job burnout

1. Emotional Exhaustion- A key aspect of the burnout syndrome is increased feelings of emotional exhaustion; as emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level.
2. Depersonalization- Another aspect of the burnout syndrome is the development of depersonalization i.e. negative, cynical attitudes and feelings about one's clients.
3. Personalization Accomplishment- Third aspect of the burnout syndrome, reduced personal accomplishment, refers to the tendency to evaluate oneself negatively, particularly with regard to one's work with clients. Workers may feel unhappy about

themselves and dissatisfied with their accomplishments on the job.

The table 3.1 gives the details of items kept in different dimensions of the above scale.

Table 3.1 Dimensionwise classification of items of burnout

Dimensions	Item no.
Emotional Exhaustion	1 to 9
Depersonalization	10 to 14
Personal Accomplishment	15 to 22

Administration

It can be administered individually as well as in groups. The test permits numbering of statements based on the 7 point scale on the test booklet itself. Testing time is usually about 10 – 15 minutes.

Scoring

Each statement to be rated on a continuum of never, very mild, mild, somewhat moderate, moderate, somewhat strong and strong with a scale of 1, 2, 3, 4, 5, 6, 7 respectively. The range of scores varied from, 22 – 154 as whole, 9 – 63, 5 – 35, and 8 – 56 for emotional exhaustion, depersonalization, and personal accomplishment respectively.

Reliability

Reliability of the scale was found 0.56 as a whole and of all three dimensions as

- | | | |
|----|-------------------------|------|
| 1. | Emotional Exhaustion | 0.87 |
| 2. | Depersonalization | 0.77 |
| 3. | Personal Accomplishment | 0.77 |

3.5.2 Tool 2- Organizational Climate Scale (OCI)

The second objective of this study was to study the Teachers Burnout in relation to organizational climate. Organizational Climate Inventory as developed by Som Nath Chattopadhyaya and K. G. Agarwal was used to accomplish this objective. It contains 70 items. Organizational climate is an outcome of interplay between a number of variables of the societal system, the organization, and the individual members.

Administration

It is largely administered individually. The test permits tick answers on the separate answer sheet. Testing time is usually about 20 - 25 minutes.

Scoring

The OCI consists 70 items. This test is a five point Likert type scale. It is manually scored with a stencil scoring key. Each answer scores 1, 2, 3, 4, or 5 points. A transparent scoring stencil key is placed on the answer sheet and the

Table: 3.2 Dimensionwise Classifications of Items of OCI

Sr.no.	Dimensions	Items nos.
1	Performance Standards	6, 9, 10, 13, 30, 31, 57
2	Communication Flow	12, 17, 24, 34, 37, 38, 49, 52, 61, 65, 67
3	Reward System	29, 41, 54, 66
4	Responsibility	4, 16, 27, 40
5	Conflict Resolution	1, 18, 23, 42, 44, 45, 46
6	Organizational Structure	14, 19, 21, 35, 47
7	Motivational Level	28, 32, 51, 56, 59, 68, 69
8	Decision Making Process	2, 15, 25, 36, 43, 62, 70
9	Support System	3, 5, 7, 8, 20, 48, 53, 55, 58
10	Warmth	26, 39, 60, 63, 64
11	Identity Problems	11, 22, 33, 50
	Total	70

answer appear as pencil or pen marks in the boxes on the given test answer sheet. The marks on the answer sheet are visible through the squares for each question (item or answer), as indicated by the number printed above the square. One has to add these scores separately for all dimensions to get final scores.

Reliability and Validity

Reliability refers to the extent to which a measuring device yields consistent results upon testing and retesting, that is, dependability for predictive purposes. The split-half reliability of the scale was computed by the author of the test. The computed reliability co-efficient by Spearman-Brown formula was 0.898 which shows that there was high internal consistency in the instrument and hence it was highly reliable.

Factorial validity, face validity and item validity were computed by the author.

3.5.3 Tool 3- Locus of Control Scale (LOC)

The third objective of this study was to study the Teachers Burnout in relation to locus of control. Levenson's locus of control scale adapted by Sanjay Vohra is a Likert type scale, with multiple choice responses presented in a continuum. Responses range from strongly agree, agree, undecided, disagree to strongly disagree. The scale consists 24 statements, 8 each for P- powerful others, C- chance control and I- individual control.

Dimensions-

This scale consists of three dimensions,

1. Powerful others- Belief about control by powerful others. High scores indicate that other people control your outcomes.
2. Chance control- Belief about chance control. High scores indicate that unordered, chance, or random events control your outcomes.

3. Individual control- Belief about individual control. High scores indicate you believe that your outcomes are controlled by you- that your current situations and your rewards are direct outcomes of things you control.

Table: 3.3 Dimension wise Classification of LOC

Sl. no.	Dimensions	Items
1	Powerful Others	3, 8, 11, 13, 15, 17, 20, 22
2	Chance Control	2, 6, 7, 10, 12, 14, 16, 24
3	Individual Control	1, 4, 5, 9, 18, 19, 21, 23

Administration

The test can be easily administered individually or in group and takes only about 10 – 15 minutes for completion. The instructions are printed clearly on the front page of the test booklet. It occasionally happens that a subject does not understand the meaning of a term or a word in the test booklet. In this case it is permissible for the examiner to give a dictionary definition, but no other assistance is allowed.

Scoring

This test is a five point Likert type scale which is to be manually scored with a stencil scoring key. Each answer scores 1, 2, 3, 4, or 5 points. A transparent scoring stencil key is placed on the test booklet and the answer appear as pencil or pen marks in the boxes on the given test booklet. The marks on the test booklet are visible through the circle for each factor, as indicated by the number printed above the circle. One has to add these scores separately for all three factors (P, C, and I)

Reliability and Validity

The split-half reliability of the scale was found to be 0.72 for P, 0.79 for C and 0.65 for I, using Spearman-Brown formula. Further, with odd – even method, reliability co-efficient was found to be 0.69 for P, 0.72 for C, and 0.66 for I. The test-retest reliability was also calculated and the co-efficient was found to be 0.76 by calculating co-efficient of correlation between two sets of the same scale, after one week time.

The present test shows fairly high reliability and the validity of the test is also higher.

3.5.4 Tool 4 - Teachers Role Commitment Scale (TRCS)

The fourth objective of this study was to study the Teachers Burnout in relation to role commitment. To achieve this objective the teachers' role commitment scale as developed by Dr. M.B. Rathod and Madhulika Verma, was used. It contains 58 items. Role commitment of the teacher is the pledge or promise or obligation of teachers' behaviour pattern according to certain rules and norms, concerning mainly pupil, own profession, school, society, parents and nation.

Dimensions-

TRCS consists of six dimensions,

1. Student- Commitment towards student.
2. School- Commitment towards school.
3. Parent- Commitment towards parent.
4. Society- Commitment towards society.
5. Nation- Commitment towards nation.
6. Profession- Commitment towards professions.

Administration

The teachers' role commitment scale is a self administering scale. The purpose of this scale is frankly explained to the subjects. It was assured that their responses will be kept confidential. It is emphasized that no item should be omitted and there is nothing right or wrong about these items. There is no time limit for the scale. However, it takes approximately 35 minutes to complete it.

Table: 3.4 Dimensionwise Classifications of Items of TRCS

Area	Sub-Scale	Item Nos.	Total Item
A	Student	1, 2, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 30, 34, 52, 53	24
B	School	3, 9, 29, 37, 38, 44, 46, 47	8
C	Parent	31, 32, 33, 54	4
D	Society	25, 35, 39, 40, 45, 57	6
E	Nation	26, 36, 55, 58	4
F	Profession	7, 8, 27, 28, 41, 42, 43, 48, 49, 50, 51, 56	12

Scoring

The TRCS comprised of total 58 items. Items were developed in the form of statements and a three point rating scale was developed for each of them. The three alternative situations were provided in front of each item. The three alternative situations ranged from most committed to least committed situations. For response of most committed situations a score of “3” is given, for committed and least committed scores “2” and “1” are given respectively. The total scores varies from 58 to 174, showing lowest and highest role commitment for teachers. The scoring can be done according to the scoring key.

Reliability and Validity

Reliability of TRCS was established through test-retest method and split-half method. For the test-retest reliability, the correlation co-efficient was worked

out on the basis of the scores of the 187 teachers on two testing. The correlation coefficient was found to be 0.843. The split-half reliability co-efficient was also worked out. It was found to be 0.879. Both the reliability co-efficient were found to be high. Therefore, the TRCS was considered to be adequately reliable.

The content validity of the scale was established by having discussion with the expert from the field of both teacher education and school education. Thus, TRCS was found to be valid. The face validity of the test was also established. Thus TRCS was found to possess both face as well as content validity.

3.5.5 Personal Data Sheet

To know the biographical factors and socio-economic status the personal data sheet was developed by the investigator herself. The description of the personal data sheet is below given

Table 3.5 Description of Personal Data Sheet

S. No.	Variable	Description of Variables	Scoring
1	Age	Up to 35 years 35 years – 45 years More than 45 years	1 2 3
2	Sex	Male Female	1 2
3	Category of School	Government Private	1 2
4	Educational Qualification	Trained Untrained	1 2
5	Educational Streams (Teaching)	Science Arts Commerce	1 2 3
6	Marital Status	Married Unmarried	1 2
7	Family Status	Single Joint	1 2
8	Family's Monthly Income	Up to Rs. 10000 Rs. 10000 – Rs. 15000 Rs. 15000 – Rs. 20000 More than Rs. 20000	1 2 3 4

3.6 DATA COLLECTION PROCEDURE

For the achievement of the objectives of this study the data from the secondary school teachers was collected. The investigator took formal permission from the principals of the schools who gave their consent to collect the information for this study. The investigator approached the teachers teaching at secondary school stage and administered Personal Data Sheet, MBI, OCI, LOC, and TRCS. This data served the purpose and was put to statistical analysis according to the nature of the hypothesis framed in this study.

3.7 RESPONSE RATE

Out of the total 465 questionnaires administered to 465 teachers only 378 were got filled by the teachers. Out of these only 360 questionnaires were found to be usable. In this way a response rate of 77.4% was obtained. A response rate of 77.4% can be considered as quite satisfactory particularly in the light of the fact that it is quite difficult for school teachers to find time from their busy schedule and fill four questionnaires.

3.8 DATA ORGANIZATION

All the four scales (MBI, OCI, LOC, and TRCS) and personal data sheets were scored according to scoring procedures as described earlier. The scores on each of the sub-scales and total scores for MBI, OCI, LOC, and TRCS for each of the 360 teachers were taken down on a master chart. The informations over personal data sheet were coded into suitable categories and transferred over the master chart.

3.9 STATISTICAL TECHNIQUES USED

For achieving the objectives of this study following statistical techniques were used.

Mean-

The mean of distribution is commonly understood as the arithmetic average. It is computed by dividing the sum of all the scores by the number of scores.

Standard Deviation-

Standard deviation is a widely used measurement of variability or diversity used in statistics and probability theory. It shows how much variation or ‘dispersion’ there is from the average (mean, or expected value). A low standard deviation indicates that the data points tend to be very close to the mean, whereas high standard deviation indicates that the data are spread out over a large range of value.

$$\sigma = \sqrt{[\sum(x-\text{mean})^2 / N]}$$

Correlation-

Correlation is a Measure of the relation between two or more variables. The degree of relationship is measured and represented by the coefficient of correlation. Correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00. Pearson’s product moment correlation is used in this study. The correlation provides “a measure of the degree and direction of relationship between variables” (Graziano & Raulin, 1997).

Pearson product moment correlation co-efficient, r , may be calculated as,

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where,

r = Pearson r correlation coefficient

n = number of value in each data set

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores on one variable

Σy = sum of y scores on other variable

Σx^2 = sum of squared x scores

Σy^2 = sum of squared y scores

t-test-

The t-test is the most commonly used method to evaluate the differences in means between two groups. The t-test gives an indication of the separateness of two sets of measurement, and is thus used to check whether two sets of measures are essentially different. In order to find out the significance of difference t-test was used. The formula for t-test is

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{\Sigma(x_1 - \bar{x}_1)^2 + \Sigma(x_2 - \bar{x}_2)^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

F-test-

Analysis of variance (ANOVA) is a statistical method that analyses the independent and interactive effects of two or more independent variables on a dependent variable (Kerlinger, 1983). ANOVA provides an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. The F – ratio is computed by using the following formula.

$$F = \frac{s_a^2}{s_b^2}$$

Where s_a^2 is the variance of the first group and

s_b^2 is the variance of the second group

The critical values of F – ratio are found in F table, which indicates the critical values necessary to test the null hypothesis of selected levels of significance.

Multiple Regression Technique -

Multiple regression is a statistical technique that allows us to predict someone's score on one variable on the basis of their scores on several other variables. Multiple regression allows us to identify a set of predictor variables which together provide a useful estimate of a participant's likely score on a criterion variable. Multiple regression is simply an extension of this principle, where we predict one variable on the basis of several other variables. Having more than one predictor variable is useful when predicting human behavior, as our actions, thoughts, and emotions are likely to be influenced by some combination of several factors.

Multiple Regression is the term used for predicting Y from two or more independent variables combined. The formula for multiple regression is just an extension of that for linear regression

$$Y = a + b_1x_1 + b_2x_2 + \dots\dots\dots$$

Where Y = the variable to be predicted

a = constant or intercept

b₁ = the slope of the first predictor

b₂ = the slope of the second predictor

x₁ = the score on the first predictor

x₂ = the score on the second predictor

3.11 STATISTICAL COMPUTATIONS

Depending upon the hypotheses the above statistical tests were applied to verify them. The entire statistical calculations were done on computers by Dr. B.S. Nagi.

Chapter – IV

*Analysis and Interpretation
of the Data*

ANALYSIS AND INTERPRETATION OF THE DATA

4.0 INTRODUCTION

Data collected through the administration of the tools on selected sample are raw in nature. These data need to be organized, analyzed and interpreted for drawing sound conclusions and valid generalizations. Organization of data includes editing, classifying and tabulating quantitative informations. Editing implies checking of the gathered raw data for accuracy, usefulness and completeness. Classification refers to dividing of the data into different categories, classes and groups. Thus in brief analysis data refers to the study of the organized material in order to discover inherent facts .Further the data are studied from various angles for accessing the new facts.

Actually the basic purpose of analysis is to summarize the completed observations in such a manner that they yield answers to the research problems. While the purpose of interpretation is to search for the broader meaning of these answers by linking them to other available knowledge. Both these purpose, of course, govern the entire research process, all preceding steps have been undertaken in order to make their fulfillment possibility. The analysis is not an end in itself, but is a basic preliminary step in the scientific development of the problem.

For arriving at the aims and objectives of the present study and researcher has done analysis and interpretation of the data from many angles. It was thought proper to give interpretation first after analysis of each part to make the analysis meaningful.

In order to facilitate presentation and bring clarity in interpretation the entire analysis has been presented according to the sequence of statement of objectives of the study. Following are the objectives of the study-

4.1 To study the levels of teacher burnout at secondary school stage.

- 4.2 To find out relationship between school climate and teachers burnout at secondary school stage.
- 4.3 To find out the relationship between locus of control and teachers burnout at secondary school stage.
- 4.4 To find out the relationship between role commitment and teachers burnout at secondary school stage.
- 4.5 To find out the relationship between socio-economic status of secondary school teachers and their burnout.
- 4.6 To study if the teacher burnout varies with some demographic variables such as:-
 - a) Age
 - b) Gender
 - c) Marital status
 - d) Educational Qualification (trained/untrained)
 - e) Government and private school teachers
 - f) Family (single/joint)
 - g) Teaching streams (Science/arts/commerce)
- 4.7 To study the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers burnout at secondary school stage.

4.1 TO STUDY THE LEVELS OF TEACHER BURNOUT AT SECONDARY SCHOOL STAGE.

The first objective of the study was concerned with the study of levels of burnout among secondary school teachers.

In order to achieve this objective the hypothesis H1 was framed and subjected to empirical verification. This hypothesis stated that

H1. “Majority of secondary school teachers do not face burnout during teaching profession”.

In order to verify this hypothesis the burnout scores (both dimension wise and total) obtained on MBI by secondary school teachers were calculated and two types of analysis was done.

- %age wise teachers belonging to each categories of scores obtained over MBI scale were calculated.
- Graphical representation of percentage of teachers in each category was done. The following tables represent the percentage of teachers belonging to each category of burnout (both dimension wise and total).

4.1.1 Distribution of teachers under Emotional Exhaustion.

Percentage wise distribution of teachers under various categories of emotional exhaustion is presented below in the table.

Table 4.1.1 Percentage wise distribution of teachers belonging to emotional exhaustion.

Percentage of teachers	Emotional Exhaustion						
	Never	V. Mild	Mild	Somewhat moderate	moderate	somewhat strong	strong
	6.38	30.28	33.07	20	8.88	1.39	-

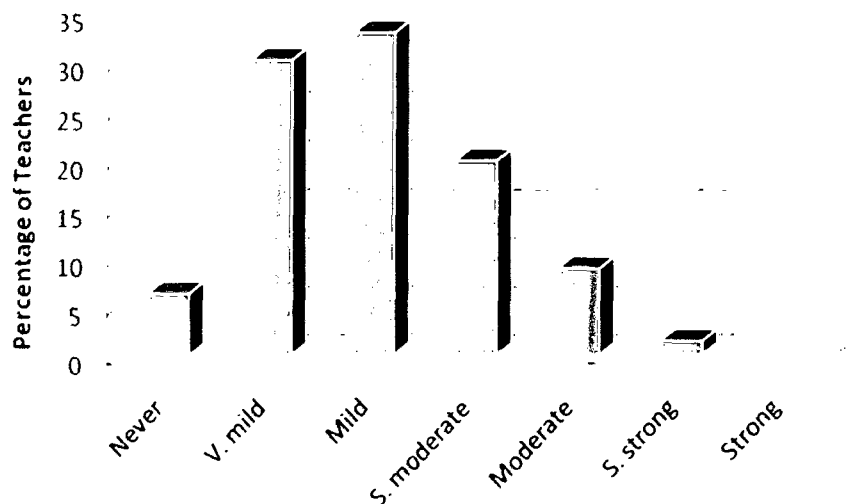
Interpretation

From the results in table 4.1.1 it is evident that 6.38% secondary school teachers fall under the category of never emotional exhaustion while 30.28%

teachers fall under very mild category of emotional exhaustion. 33.07% secondary school teachers fall under mild category of EE. 20% teachers fall under somewhat moderate category of EE. 8.88% teachers fall under moderate category, and 1.39% teachers fall under somewhat strong category of emotional exhaustion. None falls under the strong category of emotional exhaustion.

In order to get a better idea of the emotional exhaustion in secondary school teachers percentage of teachers showing different levels of emotional exhaustion were represented in the form of graphs. Fig 4.1.1 shows the comparative graphical picture.

Figure 4.1.1 Distribution of Teachers Under E. E.



4.1.2 Distribution of teachers under Depersonalization

Percentage wise distribution of teachers under various categories of depersonalization is presented below in the table.

Table 4.1.2 Percentage distribution of teachers belonging to depersonalization.

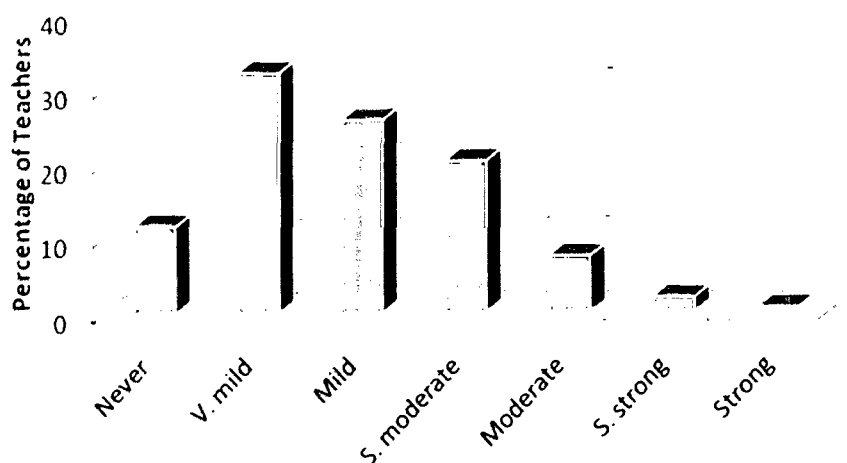
Percentage of teachers	Depersonalization						
	Never	V. Mild	Mild	Somewhat moderate	Moderate	somewhat strong	strong
	11.67	32.22	25.83	20.28	7.5	1.94	0.56

Interpretation

From the result in table 4.1.2 it is evident that 11.67% secondary school teachers fall under never category of depersonalization 32.22% teachers fall under very mild category of depersonalization. 25.83% secondary school teachers fall under mild category and 20.28% teachers fall under somewhat moderate category of depersonalization. 7.5% teachers belong to moderate category and 1.94 belongs to somewhat strong category of depersonalization. 0.56% teachers fall under strong category of depersonalization.

In order to get a better idea of the depersonalization in secondary school teachers the percentage of teachers showing different level of depersonalization were represented in the form of graph. Fig. 4.1.2 shows the comparative graphic picture.

Figure 4.1.2 Distribution of Teachers Under DP



4.1.3 Distribution of teachers under personal accomplishment

Percentage wise distribution of teachers under various categories of personal accomplishment is presented below in the table.

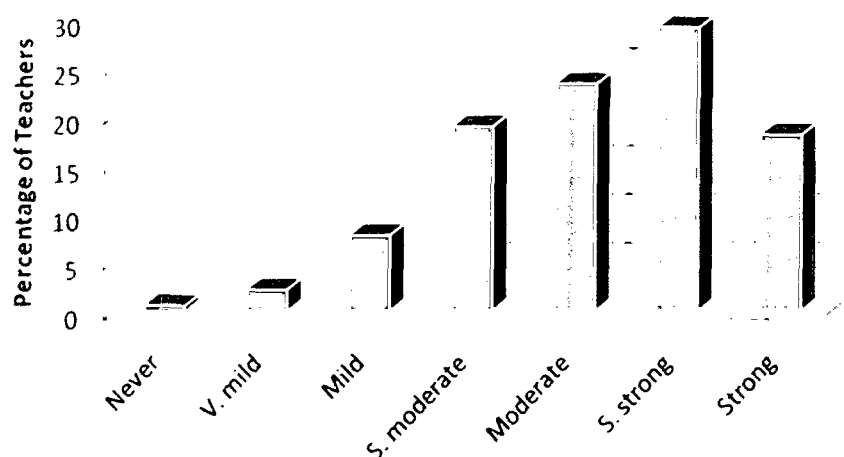
Table 4.1.3 Percentage wise distribution of teachers belonging to personal accomplishment

Percentage of teachers	Personal Accomplishment						
	Never	V. Mild	Mild	Somewhat moderate	moderate	somewhat strong	strong
	0.56	2.22	7.78	18.88	23.33	29.17	18.06

Interpretation

From the result in table 4.1.3 it is evident that 0.56% secondary school teachers fall under never category of personal accomplishment. 2.22% teachers fall under very mild and 7.78% teachers fall under mild category of personal accomplishment. 18.88% teachers fall under somewhat moderate and 23.33% teachers fall under moderate category of personal accomplishment. 29.17% teachers fall under somewhat strong while 18.06% teachers fall under strong personal accomplishment category.

In order to get a better idea of the personal accomplishment in secondary school teachers the percentage of teachers showing different levels of personal accomplishment were represented in the form of graph. Fig 4.1.3 shows the comparative graphical picture.

Figure 4.1.3 Distribution of Teachers Under P.A.

4.1.4 Distribution of teachers under overall burnout

Percentage wise distribution of teachers under various categories of total burnout is presented below in the table.

Table 4.1.4 Percentage wise distribution of teachers belonging to overall burnout

Percentage of teachers	Burnout						
	Never	V. Mild	Mild	Somewhat moderate	moderate	somewhat strong	strong
	0.28	2.78	26.94	51.66	17.78	0.56	-

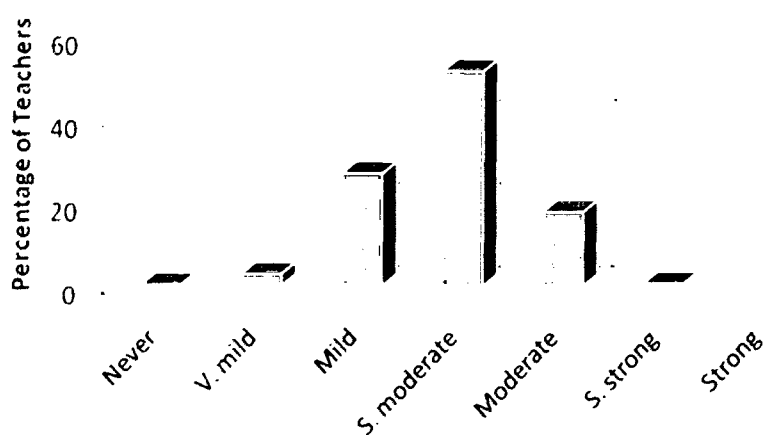
Interpretation

From the result in table 4.1.4 it is evident that 0.28% secondary school teachers fall under never burnout category. 2.78% teachers fall under very mild and 26.94% teachers fall under mild burnout category. 51.66% teachers fall under somewhat moderate burnout category it can be said that most teachers feel somewhat moderate burnout. 17.78% teachers fall under moderate category

and 0.56% teachers fall under somewhat strong burnout category. No one fall under strong burnout category.

In order to get a better idea of the overall burnout in secondary school teachers the percentage of teachers showing different levels of overall burnout were represented in the form of graph. Fig. 4.1.4 shows the comparative graphical picture.

Figure 4.1.4 Distribution of Teachers Under Total Burnout



4.2. TO FIND THE RELATIONSHIP BETWEEN SCHOOL CLIMATE WITH TEACHERS BURNOUT AT SECONDARY SCHOOL STAGE

The second objective of this study was concerned with the study of relationship of school climate with teachers' burnout.

In order to achieve this objective the null hypothesis Ho2 was framed and subjected to empirical verification. This hypothesis stated that

Ho2: "There is no significant relationship between School Climate and Teachers Burnout at secondary school stage "

In order to verify this hypothesis, school climate and burnout scores (both dimension wise and total) obtained on OCI and MBI by secondary school teacher were correlated. The correlation coefficient was calculated. The result of this analysis is presented in the table 4.2.

Table 4.2 Relationship of burnout with school climate
(N=360)

Organizational Climate	Burnout			
	EE	DP	PA	Total
Performance standards	0.0504	-0.0290	-0.0320	-0.0056
Communication flow	0.0638	0.0207	0.0143	0.0434
Reward System	-0.0316	-0.0317	0.0832	0.0164
Responsibility	0.0602	0.0556	0.0161	0.0613
Conflict resolution	0.0224	-0.0603	0.0316	0.0002
Organizational structure	0.0337	-0.0472	0.0531	0.0375
Motivational level	0.0176	-0.0240	-0.1202*	-0.1040*
Decision making process	0.0546	0.0202	0.0687	0.0787
Support system	-0.1125*	0.0351	0.0687	-0.1394**
Warmth	0.0654	-0.0335	-0.1718**	-0.1292**
Identify problem	-0.0146	-0.0033	-0.1108*	0.0770
Total	0.0060	-0.0027	-0.1205*	-0.1312**

*Significant at .05 level

**Significant at .01 level

Interpretation

The table 4.2 shows that the emotional exhaustion (EE) dimension of burnout correlates significantly (at .05 level) with the support system dimension of school climate.

Depersonalization dimension of burnout has not any significant relation with the various dimensions of school climate. Thus school climate does not play any role in depersonalization of teachers.

The table also reveals that personal accomplishment has significant negative correlation with motivational level (at .05 level), warmth (at.01 level), identity problems (at.05 level) and total score of OCI (at.05 level). The total score of burnout correlates significantly with the motivational level (at .05 level), support system (at .01 level), warmth (at.01 level) and total score of school climate (at .01 level). This finding leads to the rejection of the concerned null hypothesis and acceptance of alternative research hypothesis i.e. school climate is related with teachers burnout. Hence on the basis of result of correlation it can be safely inferred that motivation level, support system, warmth and identity problems affects the burnout, and school climate as whole also affects burnout.

4.3 TO FIND OUT THE RELATIONSHIP BETWEEN LOCUS OF CONTROL WITH TEACHER BURNOUT AT SECONDARY SCHOOL STAGE.

The third objective of this study was concerned with the study of relationship of locus of control with teacher burnout.

In order to achieve this objective the null hypothesis Ho3 was framed and subjected to empirical verification. This hypothesis stated that

Ho.3 “There is no significant relationship between locus of control and teacher burnout at secondary school stage”.

To verify this hypothesis, locus of control and burn out scores (both dimension wise and total) obtained on LOC scale and MBI by secondary school teachers were correlated. The correlation coefficient was calculated. The result of this analysis is presented in the table 4.3.

Table 4.3 Relationship of burnout with locus of control

(N= 360)

Locus of Control	Burnout			
	EE	DP	PA	Total
PO	0.2559**	0.1638**	-0.1380**	0.1162*
CC	0.1259**	0.1001	-0.1334**	0.0185
IC	-0.1640**	-0.1843**	0.2243**	-0.0130
Total	0.1131*	0.0491	-0.0298	0.0628

*Significant at .05 levels

**Significant at .01 levels

Interpretation

The correlation values in the table 4.3 reveals that emotional exhaustion has significant positive correlation with the powerful others (at .01 level) and chance control dimension (at .01 level) of locus of control as well as with the total score of locus of control (at .05 level). It shows that increases in the correlation value of powerful others, chance control and total score of locus of control increase the intensity of emotional exhaustion dimension of burnout. Individual control dimension of locus of control has significant negative correlation (at .01 level) with emotional exhaustion. It states that increase in the value of individual control lowers the burnout of teachers.

Depersonalization dimension of burnout is significantly correlated at .01 level with the powerful other dimension of LOC. Individual control is negatively correlated with depersonalization (at .01 level). From this it can be stated that increase in the value of powerful others leads to the increase in the value of

depersonalization while decrease in the value of individual control increase the depersonalization.

Personal accomplishment correlates significantly (at.01 level) with all the dimensions of locus of control. It has negative correlation with powerful others and chance control at .01 level. Thus it can be stated that increase in the value of PO and CC decrease the value of personal accomplishment. Personal accomplishment is positively correlated with the individual control. It reveals that the teachers having individual control have more personal accomplishment.

The table 4.3 also shows that total value of burnout is correlated significantly (at.05 level) with the powerful others dimension of locus of control. Rest of the dimensions and total of locus of control is not significantly correlated with the total score of burnout.

Hence the concerned null hypothesis of no significant relationship of locus of control with burnout of secondary school teachers is rejected and the research hypothesis that locus of control is related with teachers burnout is accepted. And it is inferred that locus of control plays a significant role in the teachers burnout. Teachers having higher individual control are less prone to burnout.

4.4 TO FIND OUT THE RELATIONSHIP BETWEEN ROLE COMMITMENT WITH TEACHERS BURNOUT AT SECONDARY SCHOOL STAGE.

The fourth objective of this study was concerned with the study of relationship of role commitment with teachers burnout.

In order to achieve this objective the null hypothesis Ho4 was framed and subjected to empirical verification. This hypothesis stated that

Ho4 “There is no significant relationship between role commitment and teachers burnout at secondary school stage”.

To verify this hypothesis, role commitment and burnout scores (both dimension wise and total) obtained on TRCS and MBI by secondary school teachers were correlated. The correlation coefficient was calculated. The result of this analysis is presented in the table 4.4.

Table 4.4 Correlation co-efficient of burnout with teachers role commitment

(N=360)

Teacher role Commitment	Burnout			
	EE	DP	PA	Total
Student	-0.1452**	-0.1816**	0.0960	-0.0901
School	0.0190	-0.0824	0.0735	0.0374
Parent	-0.0798	-0.0756	0.1211*	0.0057
Society	0.0159	-0.0989	0.0483	0.0118
Nation	-0.0691	-0.1089*	0.1456**	0.0148
Profession	-0.1494**	-0.1239*	0.1018	-0.0723
Total	-0.1298**	-0.1856**	0.1364**	-0.0538

*Significant at .05 levels

**Significant at .01 level

Interpretation

The result of this correlation values in table 4.4 reveals that the student dimension of TRC scale has negative significant correlation (at.01 level) with emotional exhaustion and depersonalization. It can be stated that those teachers

who are committed towards students face less emotional exhaustion and depersonalization.

School dimension (commitment towards school) is not significantly correlated with total score of burnout and its dimensions.

Parent dimension is significantly correlated (at .05 level) with personal accomplishment. It states that teachers who are committed towards parent have more personal accomplishment.

Society is neither significantly correlated with total score of burnout nor with its dimension i.e., EE, DP and PA.

Nation dimension has significant negative correlation (at.05 level) with depersonalization. On other hand it has also significant positive correlation (at.01 level) with personal accomplishment. From these correlation values, it can be stated that teachers commitment towards nation increases their personal accomplishment and leads to decrease in depersonalization.

Profession dimension of TRCS is significantly correlated with all the dimension of burnout. It has negative correlation with EE and DP (at.01 level) and PA is positively correlated (at.01 level) with teachers commitment towards profession. It shows that teachers commitment towards profession increases personal accomplishment and decreases emotional exhaustion and depersonalization. The total score of burnout is not significantly correlated with various dimensions and total score of TRCS.

The total score of TRCS has significant correlation with all the dimensions of burnout. It is negatively correlated with emotional exhaustion and depersonalization (at .01 level) and correlates positively with PA (at .01 level) thus it can be said that role commitment of teachers lowers the emotional

exhaustion and depersonalization of teachers and boost their personal accomplishment.

This finding leads to the rejection of concerned null hypothesis and accepts the research hypothesis. It can be concluded that teachers who are committed towards their role face less burnout.

4.5. TO FIND OUT THE RELATIONSHIP BETWEEN SOCIO ECONOMIC STATUS OF SECONDARY SCHOOL TEACHER WITH THEIR BURNOUT

The fifth objective of this study was concerned with the study of relationship of burnout of secondary school teachers with their socio economic status.

To achieve this objective null hypothesis Ho5 was framed and subjected to empirical verification. The hypothesis stated that

Ho5: “There is no significant relationship between socio economic status and teacher burnout at secondary school stage”.

To verify this hypothesis the four income groups (I₁, I₂, and I₃ & I₄) of teachers and burnout were compared by applying one way analysis of variance. The result of this analysis are presented for each dimension and total score of burnout separately here below,

4.5.1 Relationship of emotional exhaustion among teachers belonging to four income groups

Relationship of emotional exhaustion among teachers belonging to four income groups is presented in the following table.

Table 4.5.1 Comparison of emotional exhaustion among teachers of four income groups (I₁, I₂, I₃ and I₄)

I ₁ (n=19)		I ₂ (N=40)		I ₃ (N=30)		I ₄ (N=159)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	1.30
23.95	8.08	21.83	9.24	22.15	9.71	23.99	8.83	

Interpretation:

The F-test result in table 4.5.1.comparing the emotional exhaustion of teachers of four income group implies that income groups are not significantly related with the emotional exhaustion of secondary school teachers. Hence it is inferred that income is not a significant factor for the emotional exhaustion of teachers at secondary school level.

4.5.2 Relationship of depersonalization among teachers of four income groups

Relationship of depersonalization among teachers belonging to four income groups is presented in the following table.

Table 4.5.2 Comparison of depersonalization among teachers of four income groups (I₁, I₂, I₃, and I₄)

I ₁ (n=19)		I ₂ (N=40)		I ₃ (N=142)		I ₄ (N=159)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	0.85
13.26	6.16	11.63	5.69	12.12	6.25	12.91	5.59	

F- Test comparison of depersonalization of teachers of four income groups in the table 4.5.2 reveal that the obtained F- value is not significant. Hence it is inferred that income groups has no role in the depersonalization of secondary school teachers.

4.5.3 Relationship of personal accomplishment among four income groups of teacher.

Relationship of personal accomplishment among teachers belonging to four income groups is presented in the following table.

Table 4.5.3 Comparison of personal accomplishment among teachers of four income groups (I₁, I₂, I₃ and I₄)

I ₁ (n=19)		I ₂ (N=40)		I ₃ (N=142)		I ₄ (N=159)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	0.80
38.68	12.01	36.20	9.67	38.21	10.01	39.01	10.64	

The analysis of variance results comparing personal accomplishment of teachers of four income groups presented in table 4.5.3 reveal that income groups are not significantly related with the personal accomplishment of teachers of secondary school level. Hence it is inferred that no significant differences exists in the personal accomplishment of teachers of four income groups.

4.5.4 Relationship of total burnout among teachers of four income groups

Relationship of total burnout among teachers belonging to four income groups is presented in the following table.

Table 4.5.4 Comparison of total burnout among teachers of four income groups (I₁, I₂, I₃ and I₄)

I ₁ (n=19)		I ₂ (N=40)		I ₃ (N=142)		I ₄ (N=159)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	2.62*
76.42	9.81	69.65	16.42	72.61	14.99	75.72	14.82	

*Significant at .05 levels

With regard to the relationship of teachers burnout with the income, the total score of burnout in four income groups of teachers were compared by applying F-test. The F- values in table 4.5.4 has been found to be significant (at .05 level), hence the concerned null hypothesis of no relationship between income and total score of burnout is rejected. Alternatively it is inferred that income significantly matters as far as the total score of burnout is concerned.

To examine the specific significant differences among the four groups compared in table 4.5.5 t- test was applied between possible pairs. The result of this analysis are given in table—

Table 4.5.5 t-value comparison of total burnout of four income groups (I₁, I₂, I₃, and I₄)

	I ₁	I ₂	I ₃	I ₄
I ₁		1.97	1.48	0.27
I ₂			1.02	2.13*
I ₃				1.80

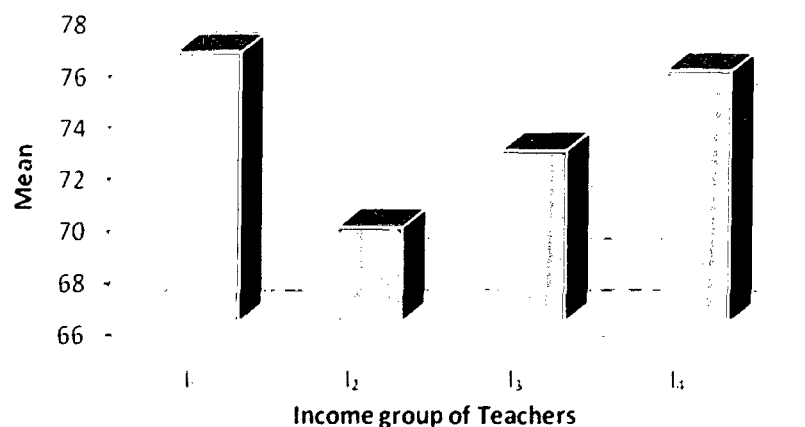
*Significant at .05 level

In table 4.5.5 one t-value has been found to be significant at .05 level. This reveals that the teachers of fourth income group (I₄) scored more on burnout

than the teacher of income group second (I_2) which mean teachers of income group fourth (I_4) have significantly more burnout than rest of income groups.

In order to get a better idea of the total burnout of four income groups in secondary school teachers comparative graphical picture is presented below.

Figure 4.5 Comparison of Total Burnout Among Teachers of four Income Groups



4.6 TO STUDY IF THE TEACHER BURNOUT VARIES WITH SOME DEMOGRAPHIC VARIABLES SUCH AS,

- a) Age
- b) Gender
- c) Marital Status
- d) Educational Qualification (trained /untrained)
- e) Government and private school teachers
- f) Family (single/ joint)
- g) Teaching streams (science /arts /commerce)

The sixth objective of this study was concerned with the study if the teacher burnout varies with some demographic variables such as age, gender, marital status, educational qualification, government and private schools and teaching streams etc.

In order to achieve this objective null hypothesis were framed and subjected to empirical verification separately for each demographic variable

4.6.1 Comparison of burnout among three age groups of teachers.

In orders to achieve this objective the null hypothesis Ho6.1 was framed and subjected to empirical verification , this hypothesis stated that

Ho6.1” There is no significant difference among teachers belonging to different age groups with respect to burnout.”

In order to verify this hypothesis the age groups (A_1 , A_2 and A_3) were compared by applying one way analysis of variance (F-test). The result of this analysis are presented for each dimension of burnout separately here below

4.6.1.1 Comparison of emotional exhaustion among teachers belonging to different age groups

Comparison of emotional exhaustion among teachers belonging to different age groups is presented in the table given below.

Table 4.6.1.1 Comparison of emotional exhaustion among teacher of three age groups (A_1 , A_2 , and A_3)

$A_1(N=128)$ (up to 35yrs)		$A_2(N=117)$ (35yrs-45yrs)		$A_3(N=115)$ (more than 45yrs)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	0.69
22.67	9.55	22.59	9.07	23.86	8.99	

The results pertaining to F- test comparison of the emotional exhaustion of secondary school teacher belonging to three different age groups in table 4.6.1.1 reveal that the obtained F- value is not significant. Hence there is no significant difference of emotional exhaustion with teachers age groups and it is inferred that the age is not significantly related with the emotional exhaustion of teachers.

4.6.1.2 Comparison of depersonalization among teachers of different age groups (A₁, A₂, and A₃)

Comparison of depersonalization among teachers belonging to different age groups is presented in the table given below.

Table 4.6.1.2 Comparison of depersonalization among teacher of three age groups ((A₁, A₂, and A₃))

A ₁ (N=128) (up to 35yrs)		A ₂ (N=117) (35yrs-45yrs)		A ₃ (N=115) (more than 45yrs)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	0.28
12.27	6.02	12.38	5.94	12.81	5.75	

The result pertaining to the F- test comparison of values of depersonalization of three age groups of secondary school teachers in table 4.6.1.2 reveal that the obtained F- value is not significant. Hence it is inferred that with regard to the difference of age with depersonalization teachers of various age groups did not differ significant in their depersonalization.

4.6.1.3 Comparison of personal accomplishment of teachers of the three age groups

Comparison of personal accomplishment among teachers belonging to different age groups is presented in the table given below.

Table 4.6.1.3 Comparison of personal accomplishment among teachers of three age groups (A_1 , A_2 , and A_3)

$A_1(N=128)$ (up to 35yrs)		$A_2(N=117)$ (35yrs-45yrs)		$A_3(N=115)$ (more than 45yrs)		F-value
Mean	S.D	Mean	S.D.	Mean	S.D.	0.98
38.01	9.69	39.44	9.87	37.66	11.51	

The result pertaining to F-test comparison of the personal accomplishment of secondary school teachers belonging to three age groups in table 4.6.1.3 show that the obtained F- value is not significant. It is inferred that the age of secondary school teacher is not significantly related with the personal accomplishment of teachers.

4.6.1.4 Comparison of total burnout among teachers belonging to different age groups

Comparison of total burnout among teachers belonging to different age groups is presented in the table given below.

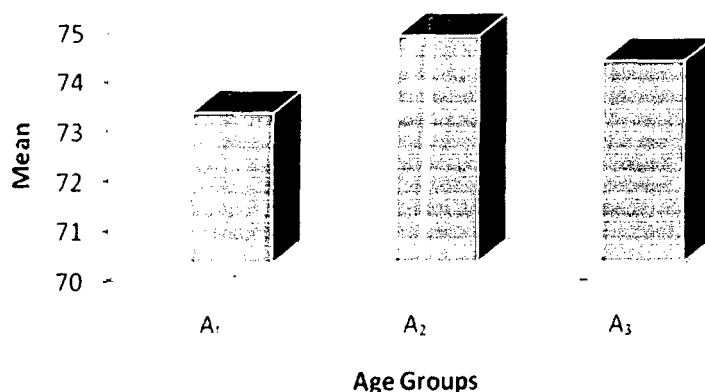
Table 4.6.1.4 Comparison of burnout among teachers of three age groups (A_1 , A_2 , and A_3)

$A_1(N=128)$ (up to 35yrs)		$A_2(N=117)$ (35yrs-45yrs)		$A_3(N=115)$ (more than 45yrs)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	0.35
73.02	14.76	74.57	13.96	74.07	16.17	

The result pertaining to F- test comparison of the values of three age groups of teachers in table 4.6.1.4 is not significant. This reveals that age does not play any role in teacher burnout.

This finding leads to the acceptance of null hypothesis $H_{0.6.1}$. Hence based upon the analysis of F-test it can be stated that teachers in different age groups do not differ significantly with respect to teacher burnout. In order to get a better idea of the total burnout in secondary school teachers the mean value of teachers' burnout at different age groups were represented in the form of graph. Fig. 4.6.1 shows the comparative graphical picture.

Figure 4.6.1 Comparison of Burnout among Different age groups



4.6.2 Comparison of burnout between male and female teachers

In order to observe the comparison of burnout between male and female teachers the null hypothesis $H_{0.6.2}$ was framed and subjected to empirical verification. This hypothesis stated that

$H_{0.6.2}$ "There is no significant difference between male and female teachers with respect to teacher's burnout."

In order to verify this hypothesis male and female teacher and their burnout scores (both dimension wise and total) obtained on general information sheet and MBI were analyzed and t-test was applied. The result of this analysis are presented in the table 4.6.2

Table 4.6.2 t-test comparison of burnout between male and female teacher respondents

Burnout	Male(n=190)		Female(n=170)		t-value
	Mean	S.D	Mean	S.D.	
EE	23.80	9.55	22.16	8.76	1.69
DP	13.34	6.11	11.51	5.51	2.98**
PA	38.05	10.36	38.71	10.38	0.60
Total	75.34	15.86	72.21	13.72	1.99*

*Significant at .05 level

**Significant at .01 level

Interpretation

The result of t-test analysis presented in table 4.6.2 comparing the scores of emotional exhaustion of male and female teachers, shows that male and female teachers do not differ significantly in the EE dimension of burnout.

However significant difference was found in male and female teachers over depersonalization dimension. Male teachers were more affected by depersonalization than their female counterparts.

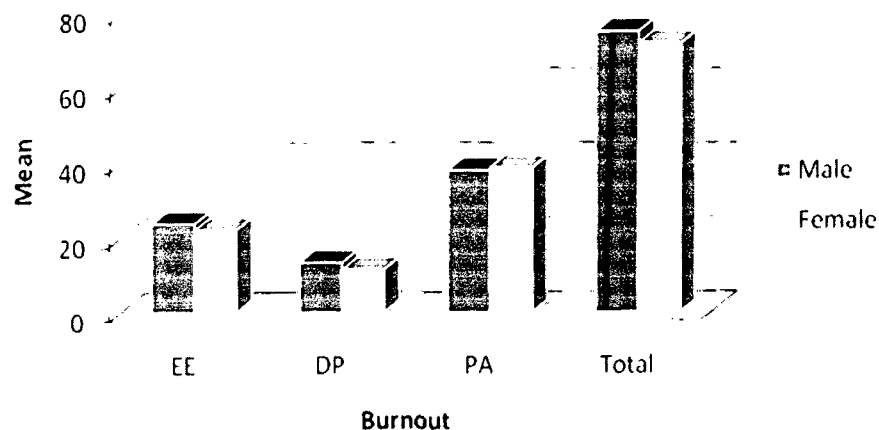
There were no significant differences between male and female teachers with respect to personal accomplishment dimension.

The t-value of total score of burnout of male and female teachers reveals that there is a significant difference between male and female teachers with respect to total burnout score.

This finding leads to the rejection of null hypothesis Ho6.2. Hence based on the comparison of the mean scores of the male and female teachers it can be interpreted that male and female teachers differ significantly with respect to burnout. Male teachers suffer more burnout in their teaching career than their female counterparts.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teacher burnout in male and female teachers were represented in the form of graph. Fig. 4.6.2 shows the comparative graphical picture.

Figure 4.6.2 Comparison of Burnout between Male and Female Teachers



4.6.3 Comparison of burnout between married and unmarried teachers

In order to study if married and unmarried teacher differ significantly with respect to burnout the null hypothesis Ho6.3 was framed and subjected to empirical verification. The null hypothesis stated that

Ho 6.3 “There is no significant difference between married and unmarried teachers with respect to burnout.”

In order to verify this hypothesis t – test was applied on burnout scores of married and unmarried teachers, the result of this analysis are presented in the table 4.6.3

Table 4.6.3 t-test comparison of burnout between married and unmarried teacher respondents

Burnout	Married(N=305)		Unmarried(N=55)		t-value
	Mean	S.D.	Mean	S.D.	
EE	23.06	9.24	22.84	9.16	0.16
DP	12.48	5.92	12.45	5.82	0.03
PA	38.60	10.51	37.04	9.47	1.03
Total	74.17	14.66	72.15	16.50	0.92

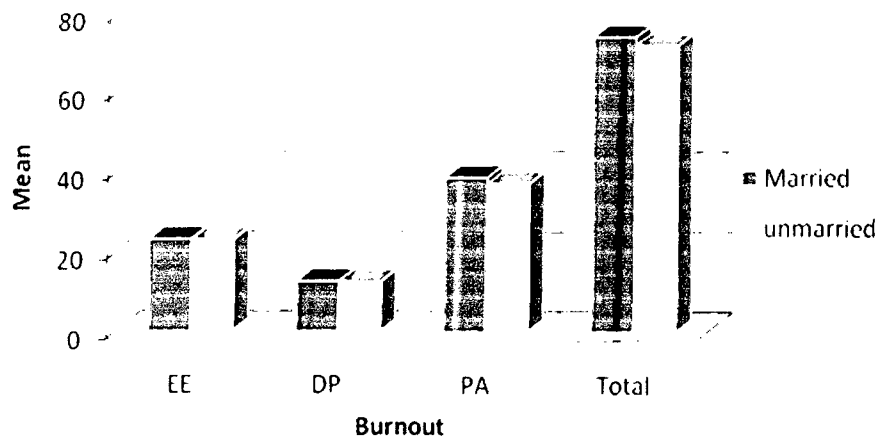
Interpretation

The result of the t- test analysis presented in table 4.6.3 show that the married and unmarried teachers do not differ significantly in any of the dimensions of burnout. The comparison of total scores of burnout of married and unmarried school teachers further reveals that marital status is not significantly related with burnout.

This finding accepts the null hypothesis, hence based on the comparison of scores of two groups (married and unmarried teachers) it can be stated that married and unmarried school teachers do not differ significantly with respect to burnout.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teacher burnout of married and unmarried teachers were represented in the form of graph. Fig. 4.6.3 shows the comparative graphical picture.

Figure 4.6.3 Comparison of Burnout between Married and Unmarried teachers



4.6.4 Comparison of burnout between trained and untrained teachers

In order to observe the effect of training of teachers over burnout null hypothesis Ho6.4 was framed and subjected to empirical verification. This hypothesis stated that

Ho6.4 “There is no significant difference between trained and untrained teachers with respect to burnout.”

In order to verify this hypothesis t-test was applied on burnout scores (dimension wise and total score) of trained and untrained teachers. The result of this analysis is presented here below.

Table 4.6.4 t-test comparison of burnout between trained and untrained teacher’s respondents

Burnout	Trained(N=231)		Untrained(N=129)		t-value
	Mean	S.D.	Mean	S.D.	
EE	22.72	9.52	23.57	8.64	0.84
DP	12.25	6.08	12.88	5.55	0.96
PA	39.03	10.29	37.16	10.41	1.65
Total	74.04	15.68	73.53	13.60	0.31

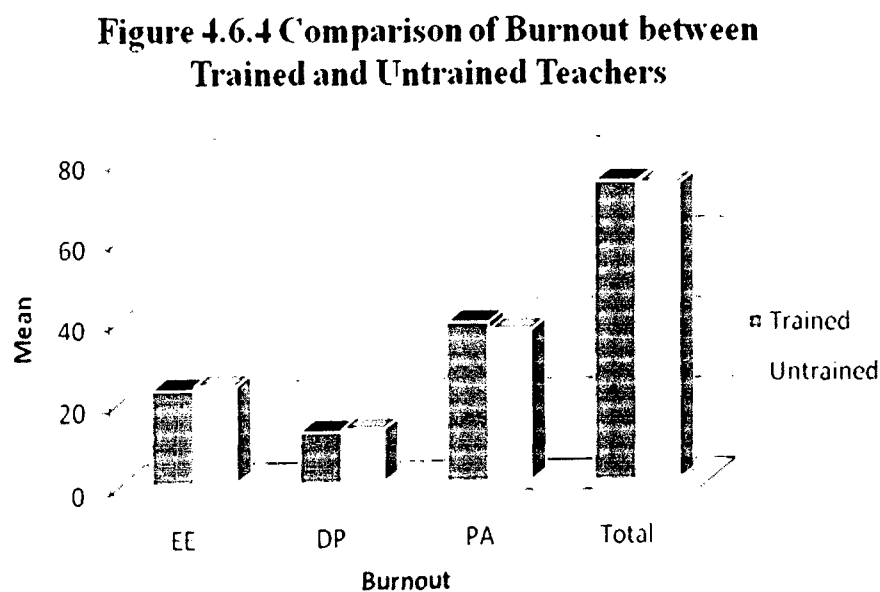
Interpretation

The result of the t- test analysis is presented in table 4.6.4. Comparing the scores of burnout (dimension wise and total score) of trained and untrained teachers reveal that trained and untrained teachers do not differ significantly both in any of the three dimension of burnout as well as in total burnout scores.

This finding leads to the acceptance of the null hypothesis Ho6.4.

Hence based upon the comparison of the mean scores of the two groups it can be interpreted that the trained school teachers and untrained school teachers do not differ significantly with respect to teacher burnout.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teacher burnout between trained and untrained teachers were represented in the form of graph. Fig. 4.6.4 shows the comparative graphical picture.



4.6.5 Comparison of burnout between government and private school teachers

In order to observe the comparison of burnout between government and private school teachers, the null hypothesis Ho6.5 was framed and subjected to empirical verification. The null hypothesis stated that

Ho6.5 “There is no significant difference between government and private school teachers with respect to burnout.”

In order to verify this hypothesis t-test was applied on burnout scores (dimension wise and total score) of government and private school teachers. The results of this analysis are presented in the table 4.6.5

Table 4.6.5 t-test comparison of burnout between government and private school teacher respondents

Burnout	Government(N=174)		Private(N=186)		t-value
	Mean	S.D.	Mean	S.D.	
EE	24.94	9.00	21.24	9.07	3.88**
DP	13.69	5.74	11.34	5.83	3.85**
PA	37.43	10.65	39.24	10.03	1.67
Total	76.03	15.64	71.82	14.01	2.69**

**Significant at .01 level

Interpretation

The table 4.6.5 shows that the government teachers differ significantly at .01 level from the private schools teachers with respect to emotional exhaustion. The comparison of mean scores of EE of government and private school teachers shows that government teachers have more emotional exhaustion than private school teachers.

The government and private school teachers also differ significantly (at .01 level) with respect to depersonalization dimension of burnout. The comparison of mean scores of depersonalization of government and private school teachers shows that government teachers have more depersonalization than private school teachers.

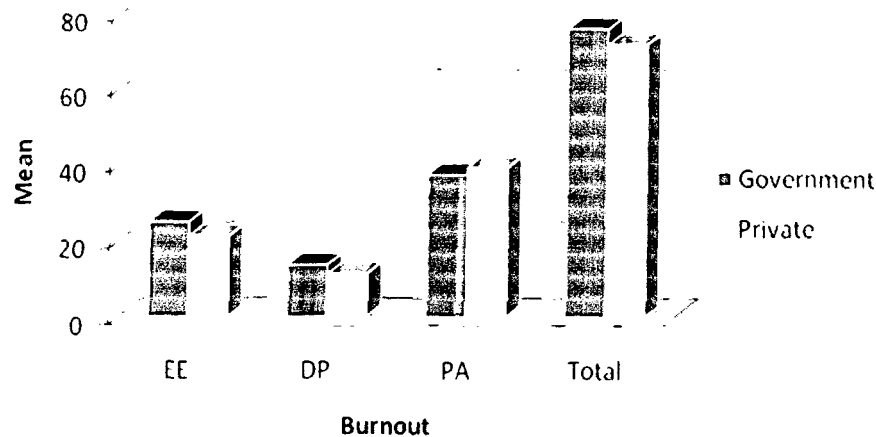
No significant difference was found in government and private school teachers with respect to personal accomplishment dimension.

The results of t-test analysis for total burnout score reveal significant difference between government and private school teachers. The comparison between mean scores shows that government teachers have more burnout than private school teachers.

These findings lead to the rejection of the null hypothesis $H_{06.5}$. Hence based on the comparison of the mean scores of the two groups it can be safely interpreted that the government and private secondary school teachers differ significantly with respect to burnout.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teacher burnout between government and private secondary school teachers were represented in the form of graph. Fig. 4.6.5 shows the comparative graphical picture.

Figure 4.6.5 Comparison of Burnout between Government and Private School Teachers



4.6.6 Comparison of burnout between teachers belonging to single and joint family

In order to observe the effect of single and joint family over teacher's burnout null hypothesis Ho6.6 was framed and subjected to empirical verification. This Hypothesis stated that Ho6.6 "There is no significant difference between teachers belonging to single and joint family with respect to burnout."

In order to verify this hypothesis t-test was applied on burnout scores (Dimension wise and total scores) of teachers belonging to single family and joint family. The results of this analysis are presented here below.

Table 4.6.6 t-test comparison of burnout between teachers belonging to single and joint family.

Burnout	Single family (N=157)		Joint family(N=203)		t-value
	Mean	S.D.	Mean	S.D.	
EE	22.00	8.77	23.82	9.49	1.86
DP	12.41	5.85	12.53	5.95	0.19
PA	38.97	10.04	37.90	10.60	0.97
Total	73.43	14.44	74.19	15.36	0.47

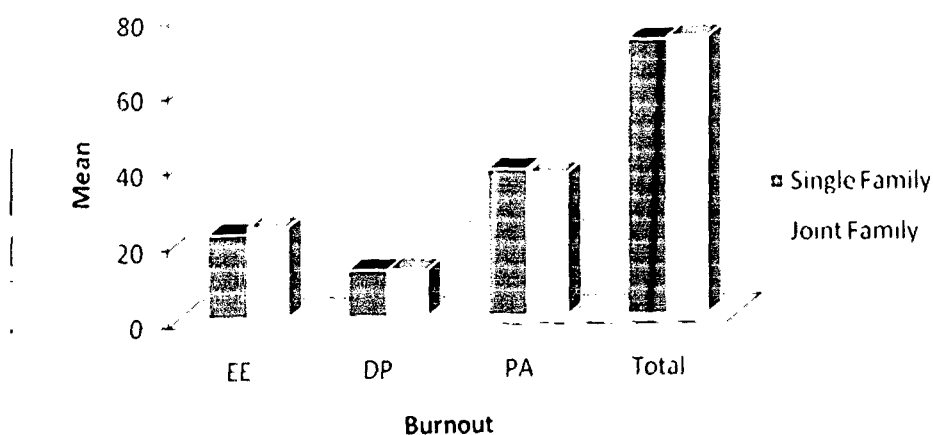
Interpretation

The result of the t-test analysis is presented in table 4.6.6. Comparison of the scores of burnout (dimension wise and total) of teachers belonging to single and joint family reveals that teachers of single family and joint family do not differ significantly both in any of the three dimensions of burnout as well as total burnout scores. This finding leads to the acceptance of the null hypothesis $H_{06.6}$.

Hence based upon the comparison of the mean scores of the two groups it can be interpreted that family background of the teachers that is whether they belong to single family or joint family is not significantly related with teacher burnout.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teacher burnout between teachers belonging to single and joint family were represented in the form of graph. Fig. 4.6.6 shows the comparative graphical picture.

Figure 4.6.6 Comparison of Burnout between Teachers of Single and Joint Family



4.6.7 Comparison of teacher's burnout among teachers of science, arts and commerce stream.

In order to study if the secondary school teachers belonging to different teaching streams differed significantly in their burnout, the null hypothesis Ho6.7 was framed and subjected to empirical verification. This hypothesis stated that

Ho6.7 "There is no significant difference among teachers of science, arts and commerce teaching streams with respect to burnout."

To verify this hypothesis the burnout scores of teachers belonging to different streams e.g. science, arts and commerce were compared by applying one way analysis of variance(F-test).The result of this analysis are presented for each dimensions of burnout separately here below 4.6.7.1

4.6.7.1 Comparison of emotional exhaustion of teachers belonging to different streams.

Comparison of emotional exhaustion of teachers belonging to different streams is presented in the table given below.

Table 4.6.7.1 Comparison of emotional exhaustion among teachers of three teaching streams

Science(N=125)		Arts(N=190)		Commerce(N=45)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	2.25*
23.84	9.57	23.09	8.96	20.47	9.01	

*Significant at .05 levels

The result pertaining to f- test comparison of emotional exhaustion among teachers of science, arts and commerce stream in table 4.6.7.1 reveal that the obtained f-value is significant at .05 level. Hence it is inferred that teaching

streams is significantly related to the emotional exhaustion of secondary school teachers.

To examine specifically the significant teaching streams difference in the three group comparison t- test was applied to compare the possible pairs the result of this analysis are presented in table 4.6.7.1.1.

Table 4.6.7.1.1 t-value comparison of emotional exhaustion of teacher of three teaching streams

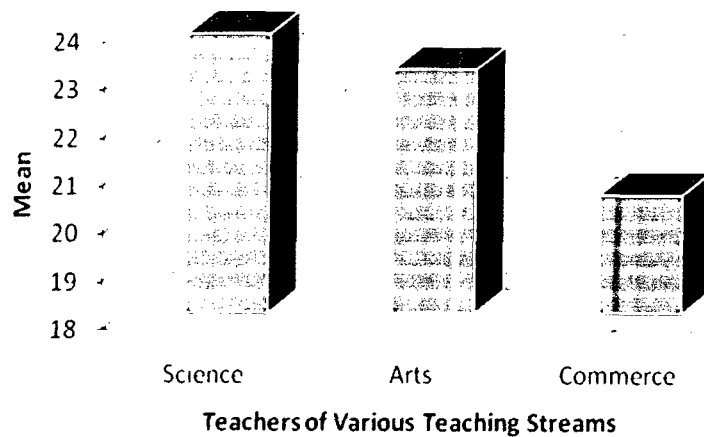
	Science	Arts	Commerce
Science		0.78	2.08*
Art			1.63

*Significant at .05 level

The t- value comparison in emotional exhaustion of teachers teaching in various streams in table 4.6.7.1.1 reveal that the science teacher ($m=23.84$) scored more than the art ($m=23.09$) and commerce ($m=20.47$) teachers, which mean science teachers are significantly (at .05 level) more emotionally exhausted than their art and commerce counter parts.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teachers' emotional exhaustion among the teachers of different teaching streams were represented in the form of graph. Fig. 4.6.7.1 shows the comparative graphical picture.

Figure 4.6.7.1 Comparison of EE among Teachers of Three Teaching Streams



4.6.7.2. Comparison of depersonalization among teachers of science, arts and commerce streams

Comparison of depersonalization of teachers belonging to different streams is presented in the table given below.

Table 4.6.7.2 Comparison of depersonalization among teachers of three teaching stream.

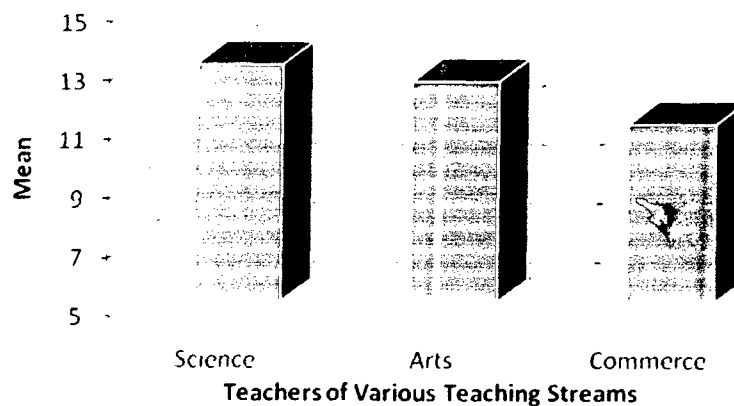
Science (N=125)		Arts(N=190)		Commerce (N=45)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	
13.01	6.25	12.46	5.78	11.02	5.21	

The F-test result, in table 4.6.7.2 comparing the depersonalization of teacher teaching in various streams, reveals no significant difference.

This implies that the teachers in various teaching stream are not significantly different with respect to depersonalization. We can say that teacher belonging to science; art and commerce streams do not differ significantly with respect to depersonalization dimension of burnout.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teachers' depersonalization among the teachers of different teaching streams were represented in the form of graph. Fig. 4.6.7.2 shows the comparative graphical picture.

Figure 4.6.7.2 Comparison of DP among Teachers of Three Teaching Streams



4.6.7.3. Comparison of personal accomplishment of teacher belonging to science, arts and commerce streams.

The result pertaining to comparison of personal accomplishment of teacher is shown in the table 4.6.7.3.

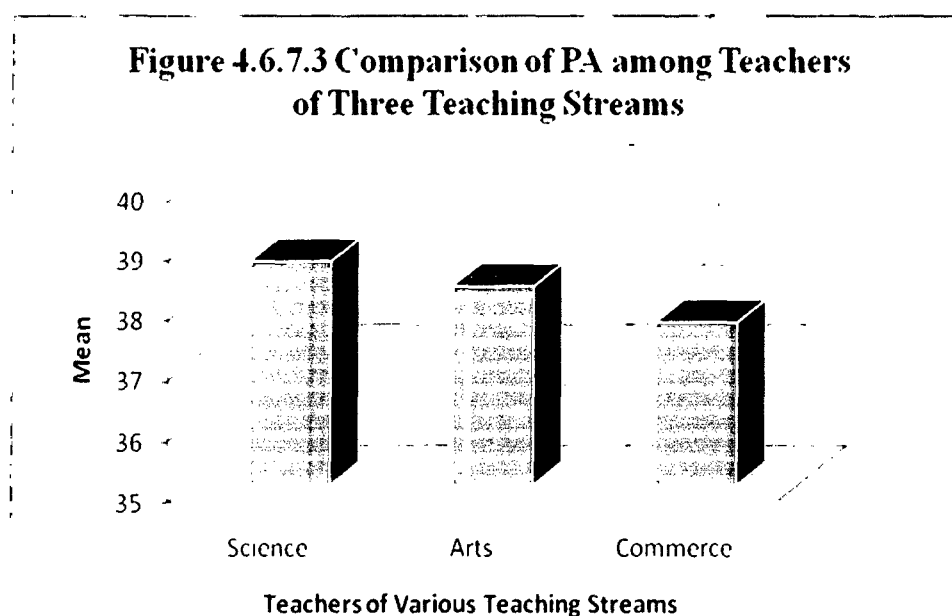
Table 4.6.7.3 Comparison of personal accomplishment among teachers of three teaching streams

Science (N=125)		Arts(N=190)		Commerce (N=45)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	0.17
38.71	10.70	38.29	10.29	37.69	10.04	

The result of this analysis in table 4.6.7.3 reveals insignificant f-value. This means that the teachers belonging to science, arts and commerce streams do not

differ significantly with respect to personal accomplishment dimension of burnout.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teachers' personal accomplishment among the teachers of different teaching streams were represented in the form of graph. Fig. 4.6.7.3 shows the comparative graphical picture.



4.6.7.4 Comparison of burnout of teachers belonging to science, arts and commerce stream.

Comparison of burnout of teachers belonging to different streams is presented in the table given below.

Table 4.6.7.4 Comparison of total burnout among teachers of three teaching streams

Science (N=125)		Arts(N=190)		Commerce (N=45)		F-value
Mean	S.D.	Mean	S.D.	Mean	S.D.	2.76*
75.48	14.88	73.85	14.98	69.40	14.42	

*Significant at 0.5 level

The analysis of variance results comparing total burnout score of teachers of science, arts and commerce streams presented in table 4.6.7.4 reveal a significant f-value (at.05 level), we can say that the teachers belonging to science, arts, and commerce streams differ significantly with respect to total score of burnout.

Hence the concerned null hypothesis is rejected and it is inferred that significant differences exist in the burnout of teachers of three teaching streams. In order to test the significant difference between the three groups compared in table 4.6.7.4, t-test comparison was done to compare the possible pairs of science, arts, and commerce streams. The result of this analysis is presented in table

Table 4.6.7.4.1 t-test comparison of burnout of science, arts and commerce teachers

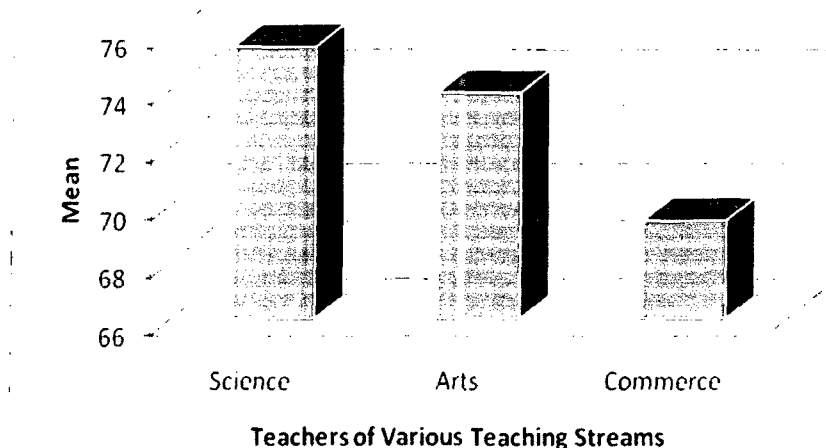
	Science	Arts	Commerce
Science		0.95	2.40*
Art			1.85

*Significant at .05 level

The t-test results in table 4.6.7.4.1 reveals that t-values comparing the burnout of science and commerce teachers have been found to be significant at .05 level. Looking at the mean burnout scores of these two groups it can be safely inferred that commerce teachers ($m=69.40$) feel less burnout than the science teachers (75.84). On the basis of these findings it can be concluded that teaching streams play a significant role in the burnout of teachers.

In order to get a better idea of the total burnout in secondary school teachers the mean value of teacher burnout among the teachers of different teaching streams were represented in the form of graph. Fig. 4.6.7.4 shows the comparative graphical picture

Figure 4.6.7.4 Comparison of Total Burnout among Teachers of Three Teaching Streams



4.7 TO STUDY THE RELATIVE CONTRIBUTION OF SCHOOL CLIMATE, LOCUS OF CONTROL, ROLE COMMITMENT AND SOCIO-ECONOMIC STATUS ON TEACHER'S BURNOUT AT SECONDARY SCHOOL STAGE.

The seventh objective of this study was concerned with the study of relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers burnout at secondary school stage.

In order to achieve this objective the null hypothesis HO7 was framed and subjected to empirical verification. This hypothesis stated that

Ho7: "There is no relative contribution of school climate, locus of control, role commitment and socio- economic status on teacher burnout at secondary school stage"

In order to verify this hypothesis scores of school climate ,locus of control, role commitment and socio- economic status and burnout scores were treated under the stepwise multiple regression analysis .The result of this analysis are presented in the following tables.

4.7.1 Determinants of Burnout

To study the determinants of burnout the relative contribution of various dimensions of independent variables are studied and the result is presented in the table given below.

Table 4.7.1 Determinants of burnout (Total)

(N=360)

Independent variable	B	Dependent variable Burnout		
		Beta	Simple r	t-value
School	4.87108	0.16*	0.14	3.14
Support System	-0.28716	-0.13*	-0.14	2.41
Warmth	-0.46668	-0.13*	-0.13	2.40

Constant = 56.07629

Multiple R = 0.24

R square = .06

*Significant at .05 level

The results pertaining to regression analysis in table 4.7.1 reveals that type of school, support system offered to the teacher and warmth are the most potential predictors of the teacher burnout at secondary school stage.

The value of co-efficient of determination (R^2) indicates that 6% ($R^2 \times 100$) of the total variation about the mean of the total burnout of secondary school teacher can be predicted by the type of school, support system and warmth.

The positive value β indicates that the direction of variation in the dependent and independent variable is same. In this case positive β for school implies that total score of burnout of secondary school teachers increases with the type of school. Hence the value given to the type of school varies from 0 for private to

1 for government schools. It shows that the teacher of government schools are more burned out than the teachers of private school at secondary level.

Again negative β value of support system implies that burnout of teachers of secondary school stage decreases with the increase in support system. Further negative β value for warmth indicated that burnout of teachers decreases with the increase in warmth.

The total burnout score of any individual not included in this sample can be predicted by using following regression equation

$$Y = B_1X_1 + B_2X_2 + B_3X_3 + C$$

Where Y= Dependent variable

$X_1, X_2, X_3, \dots =$ the raw score of independent variable

$B_1, B_2, B_3, \dots =$ Regression coefficient

C= constant

$$\text{Hence } Y = 4.8710X_1 - 0.2871X_2 - 0.4666X_3 + 56.0762$$

So the total burnout of secondary school teachers can be predicted by inserting the value of X_1, X_2 and X_3 in the above equation.

4.7.2 Determinants of emotional exhaustion

To study the determinants of emotional exhaustion the relative contribution of various dimensions of independent variables are studied and the result is presented in the table given below.

Table 4.7.2 Determinants of emotional exhaustion
(N=360)

Independent variable	B	Dependent Variable EE		
		Beta	Simple r	t- value
PO	0.4277	0.24**	0.26	4.76
IC	-0.3509	-0.18**	-0.16	3.75
School	3.0344	0.16**	0.20	3.28
Support System	-0.1703	-0.12*	-0.11	2.46

Constant =17.0849

R square = 0.14

Multiple R= 0.37

*Significant at 0.05 level

**Significant at 0.01 level

The above table shows that there exists a significant difference between independent variables as powerful other (PO), individual control (IC), school and support system (SS) and emotional exhaustion of burnout (dependent variable) of secondary school teachers. It can also be said that PO, IC, school and SS are the most potential predictors of the teacher's emotional exhaustion.

The value of co-efficient of determination (R^2) indicates that 14% of the total variation of emotional exhaustion of secondary school teachers can be predicted by the PO, IC, school and support system.

In this case the positive value of β for PO indicates that emotional exhaustion of secondary school teachers increases with the PO of locus of control.

The negative β value for individual control implies that those secondary school teachers having individual control face less emotional exhaustion.

Again positive value of β for school indicates that emotional exhaustion varies with the variation in the type of school. Private school teacher's face less emotional exhaustion than their government counter parts.

Further negative β value for support system shows that emotional exhaustion of secondary school teachers decreases with the increase in support system.

The total score of emotional exhaustion of any individual not included in this sample can be predicted by using the following regression equation.

$$Y = B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + \dots + C$$

Hence

$$Y = 0.4277 X_1 - 0.3509 X_2 + 3.0344 X_3 - 0.1703 X_4 + 17.0849$$

So the total emotional exhaustion of secondary school teachers can be predicted by inserting the value of X_1 , X_2 , X_3 and X_4 in the above equation.

4.7.3 Determinants of Depersonalization

To study the determinants of depersonalization the relative contribution of various dimensions of independent variables are studied and the result is presented in the table given below.

Table 4.7.3 Determinants of Depersonalization**(N=360)**

Independent variable	B	Dependent Variable depersonalization		
		Beta	Simple r	t- value
School	1.9441	0.16**	.020	3.19
IC	-0.2308	-0.19**	-0.18	3.68
PO	0.1463	0.13**	0.16	2.51
Student	-0.0791	-0.13**	-0.18	2.53
Sex	1.3099	0.11*	0.1557	2.20
Motivational Level	-0.1132	-0.10*	-0.02	2.09

Constant = 15.9325

Multiple R= 0.36

R square =0.13

*Significant at 0.05 level

*Significant at 0.01 level

The above table shows that there exists a significant difference between school, IC, PO, student (ST), Sex and ML (motivation level) as independent variables and depersonalization as dependent variable. In other words it can be said that school, IC, PO, student, sex and motivational level are the most potential predictors of the teachers depersonalization at secondary school level. The value of co-efficient of determination (R^2) indicates that 13% of the total variation about the mean of total depersonalization of secondary school teachers can be predicted by the school, individual control(IC), powerful others (PO), student (ST), sex and motivational level.

The positive value of β for school indicates that the private school teachers are less prone to depersonalization than the government school teachers.

The negative β value for IC implies that the secondary school teachers who have more individual control face less depersonalization

On the other hand positive value of β for PO indicates that depersonalization of secondary school teachers increases with powerful others type of locus of control.

Again the negative value of β for student implies that the teachers who are less committed towards student feel more depersonalization.

The positive β value for sex shows that depersonalization also vary with sex. The value given to female is 0 and to male 1. Hence the female teachers feel less depersonalization than their male counterparts at secondary school level. Motivation level also affects depersonalization. Negative β value for motivational level shows that depersonalization decreases with the increase in motivation level.

The total score of depersonalization of any individual not include in this sample can be predicted by using the following regression equation

$$Y = 1.9441X_1 - 0.2308X_2 + 0.1463X_3 - 0.0791X_4 + 1.3099X_5 - 0.1132X_6 + 15.9325$$

So the total depersonalization of secondary school teachers can be predicated by inserting the value of X_1 , X_2 , X_3 , X_4 , X_5 and X_6 in the above equation.

4.7.4 Determinants of Personal Accomplishment

To study the determinants of personal accomplishment the relative contribution of various dimensions of independent variables are studied and the result is presented in the table given below.

Table 4.7.4 Determinants of Personal Accomplishment**(N=360)**

Independent variable	B	Dependent Variable personal accomplishment		
		Beta	Simple r	t- value
IC	0.5749	0.26**	0.22	5.15
CC	-0.3594	-0.17**	-0.13	3.33
Warmth	-0.4132	-0.16**	-0.17	3.20

Constant = 23.7966

Multiple R =0.33

R square = 0.11

**Significant at .01 level

The above table reveals that there exists a significant difference between the IC, CC and warmth (independent variables) and personal accomplishment of secondary school teachers in the sample. In other words it can be said that individual control, chance control and warmth are the most potential predictors of personal accomplishment dimension of burnout of secondary school teachers.

The value of co-efficient of determination (R^2) indicates that 11% of the total variation about the mean of the total personal accomplishment of secondary school teachers can be predicated by the IC, CC and warmth.

The positive value of β indicates that the direction of variation in the dependent and independent variables is same. In this case positive β for individual control implies that personal accomplishment of secondary school teachers increases with increase in individual control. Teachers having individual control face less burnout.

The negative value of β for chance control indicates that decrease in chance control increase the personal accomplishment of secondary school teacher.

Again the negative value of β for warmth shows that personal accomplishment decreases with the increase in warmth.

The total personal accomplishment of any individual not included in this sample can be predicated by using the following regression equation.

$$Y=0.5749X_1-0.3594X_2-0.4132X_3+23.7966$$

So the personal accomplishment of secondary school teachers can be predicted by inserting the values of X_1 , X_2 , and X_3 in the above equation.

Chapter - V

*Findings, Conclusion
and
Suggestions*

FINDINGS, CONCLUSION AND SUGGESTIONS

In this final and concluding chapter are presented the following:

- 5.1 Summary with Finding;
- 5.2 Conclusions and their Implications;
- 5.3 Suggestions for practice and further research;
- 5.4 Limitations of the study

5.1 SUMMARY WITH FINDINGS

5.1.1 Summary:

The present study was undertaken to provide the empirical evidence of causes of burn out and that could be of some utility to provide some preventive measures to handle burnout. Burnout was first investigated in the 1970s as a crisis of overextended and disillusioned human service workers. Early interpretations centered on the collapse of the professional mystique, people entering these sectors presumably had developed unrealistic expectations on the basis of their training and general cultural background. Gradually, the problem was attributed more specifically to conflicts between caregivers' values for enhancing the lives of their recipients and limitations in the structure and process of human service organizations. Burnout has been conceptualized in terms of three interrelated components: emotional exhaustion, depersonalization and reduced personal accomplishment. Burnout has been linked to decrements in both psychological and physical well being and has been associated with various problem behaviors, both on the job and in the home. Burnout has long been recognized as an important stress-related problem for people who work in interpersonally oriented professions. In these occupation, the relationship between providers and recipients is central to the job, and the nature of the work (be it service, treatment, or education) can be highly emotional. Education is a prime example. Providing affective,

instructional, and moral services to pupils of necessity makes emotional demands on the service providers. These demands take place within a complex network of interactions.

There are tough times to be a teacher. The nature and organization of the job make teaching inherently difficult. Teachers face new challenges and opportunities from increasing diverse and needy student populations. Demands on teachers to develop new knowledge and skills and perform new tasks are increasingly rapidly. So too are expectations for school and teacher performance and accountability. Taken together, the characteristics and conditions of teaching present increasingly stressful situations for teachers, situations that may have positive or deleterious consequences for them and for their work with students.

Teachers are asked to assume multiple and often contradictory roles, including, among other things, providing academic instruction; maintaining order in the classroom; attending to the social and emotional well being of students; and meeting sometimes conflicting expectations of students, administrators, parents and the community.

At this time when burnout is gaining importance and become increasingly problematic, the investigator was motivated to know that if burnout is related with school climate, locus of control, role commitment and socio-economic status which are important factors of organizational, personal, professional and social areas. This study achieved following objectives.

- 1) To study the levels of teachers burnout at secondary school stage.
- 2) To find out the relationship between school climate and teacher burnout at secondary school stage.
- 3) To find out the relationship between locus of control and teachers burnout at secondary school stage.

- 4) To find out the relationship between role commitment and teacher burnout at secondary school stage.
- 5) To find out the relationship between socio-economic status of secondary school teachers with their burnout.
- 6) To study if the teacher burnout varies with some demographic variables such as
 - a) Age
 - b) Gender
 - c) Marital status
 - d) Educational Qualification (trained/untrained)
 - e) Government and private school teachers
 - f) Family (single/joint)
 - g) Teaching streams (Science/arts/commerce)
- 7) To study the relative contribution of school climate, locus of control, role commitment and socio-economic status on teacher burnout at secondary school stage.

In order to supplicate this study Allahabad district was selected as the study area because of the investigator's familiarity to Allahabad. The descriptive survey research method was adopted to complete this study. A sample of 465 secondary school teachers was selected as the sample for the study. These teachers were administered the Maslach Burnout Inventory, organizational climate scale, locus of control scale, teachers role commitment scale and personal data sheet during the session 2008-09. Out of the total 465 questionnaires only 360 questionnaires were found to be usable.

Based upon the analysis of the data so collected, the investigator drew various inferences to achieve the objectives of this study through the verification of the hypothesis framed in chapter I. The following major findings emerged through this study. A summary of these findings is presented here below.

5.1.2 Findings:

The major findings related to objectives of this study are as follows.

5.1.2.1 Findings related to the levels of teachers burnout at secondary school stage.

Percentage wise distribution of secondary school teachers belonging to various categories of burnout and its dimensions were calculated. This revealed following important findings-

- 1) 63.35% teachers belong to very mild to mild category of emotional exhaustion, while 20% teachers fall under somewhat moderate category of emotional exhaustion.
- 2) 32.22% teachers belong to very mild category of depersonalization 25.82% teachers belong to mild category while 20.28% teachers falls under somewhat moderate category of depersonalization. 8% teachers fall under moderate to strong categories of depersonalization dimension of teacher burnout.
- 3) 18.88% teachers fall under somewhat moderate and 23.33% teachers fall under moderate category of personal accomplishment. 29.17% teachers fall under somewhat strong while 18.06% teachers belong to strong category of personal accomplishment dimension of burnout.
- 4) 51.66% teachers fall under somewhat moderate category of burnout. 26.94% belongs to mild category while 17.78% teachers fall under moderate category of teacher burnout.

5.1.2.2 Findings related to the relationship between school climate and burnout of secondary school teachers.

- 1) Emotional exhaustion was found to have significant correlation with the support system dimension of school climate.

- 2) Depersonalization was not significantly related with school climate and its dimensions.
- 3) Personal accomplishment had significant negative correlation with organizational climate and its motivational level, warmth and identity problems dimensions.
- 4) The motivational level, support system and warmth dimensions of school climate was found to be significantly correlated with the burnout of secondary school teachers. School climate as a whole was also found to be significantly correlated with teachers burnout.

5.1.2.3 Findings related to the relationship between locus of control and teacher burnout.

- 1) Emotional exhaustion dimension of burnout had significant correlation with locus of control and its dimensions.
- 2) Depersonalization dimension of burnout was found to be significantly correlated with the powerful others and individual control dimensions of locus of control.
- 3) Personal accomplishment dimension of burnout had significant correlation with powerful others, chance control and individual control dimensions of locus of control.
- 4) Burnout as a total had significant correlation with the powerful others dimension of locus of control.
- 5) Locus of control as a whole was not significantly correlated with teachers' burnout.

5.1.2.4 Findings related to the relationship of role commitment with teachers burnout.

- 1) Emotional exhaustion dimension of burnout had significant correlation with the total score of role commitment and its student and profession dimensions.
- 2) Depersonalization dimension of burnout had significant correlation with the total score of role commitment and student, nation and profession dimensions of role commitment.
- 3) Personal accomplishment dimension of burnout had significant correlation with the total score of role commitment and parent and nation dimensions of role commitment.
- 4) Burnout as a total was not found to have any significant relationship either with the role commitment or with its dimensions.

5.1.2.5 Findings related to the relationship between socio-economic status and secondary school teachers burnout.

- 1) The dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment were not significantly correlated with the income groups of teachers.
- 2) Burnout as whole was significantly correlated with the income groups. t value comparison of total burnout of four income group showed that I_2 (income Rs. 10000 to Rs. 15000) and I_4 (income more than Rs. 20000) groups have significant difference.

5.1.2.6 Findings related to the comparison of burnout with demographic variables.

5.1.2.6.1 Findings related to the comparison of burnout among three age groups.

No significant correlation was found between total or dimensionwise scores of burnout and secondary school teachers of different age groups.

5.1.2.6.2 Findings related to the comparison of burnout between male and female teachers.

- 1) Male and female secondary school teachers do not differ significantly in the emotional exhaustion dimension of burnout.
- 2) Significant difference was found in male and female teachers over depersonalization dimension. Male teachers were more affected by depersonalization than female teachers.
- 3) There was no significant difference between male and female teachers with respect to personal accomplishment dimension.
- 4) Significant difference was found between male and female teachers with respect to total burnout score.

5.1.2.6.3 Findings related to the comparison of burnout between married and unmarried teachers.

Marital status was not found to play any significant role in the burnout of teachers.

5.1.2.6.4 Findings related to the comparison of burnout between trained and untrained school teachers.

With regard to the effect of training over burnout, no significant difference was found between trained and untrained school teachers.

5.1.2.6.5 Findings related to the comparison of burnout between government and private school teachers.

- 1) Government teachers were found to have significantly more emotional exhaustion than private school teachers.
- 2) Government teachers were found to have significantly more depersonalization than the private school teachers.
- 3) Government teachers and private teachers were not found to have significant difference with respect to personal accomplishment.
- 4) Type of school was found to be significantly related with the teacher burnout. Government teachers were more burned out than private secondary school teachers.

5.1.2.6.6 Findings related to the comparison of burnout between teachers belonging to single and joint family.

Comparison of the scores of burnout of teachers belonging to single or joint family reveals that they do not differ significantly with respect to total or dimensionwise scores of burnout. That is type of family was not found to be significantly related with teacher burnout.

5.1.2.6.7 Findings related to the comparison of teacher burnout among teachers of science, arts and commerce streams.

- 1) Science teachers were found to be significantly more emotionally exhausted than their arts and commerce counterparts.
- 2) When the total burnout scores of teachers in different streams were compared, the teaching streams were found to play significant role in the burnout of teachers. Science teachers were found to be more burned out than commerce teachers.

5.1.2.7 Findings related to the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers burnout.

- 1) The burnout score (total) can be predicted on the basis of type of school, support system and warmth as,

$$Y = 4.8710 X_1 - 0.2871 X_2 - 0.4666 X_3 + 56.0762$$

Where Y = is predicted value of burnout

X_1 = School Climate

X_2 = Support System

X_3 = Warmth

The multiple regression analysis suggest that the independent variables (dimension) school type, support system and warmth combine in regression equation, account for about 6% variance in the predicted variable, i.e. burnout.

- 2) The emotional exhaustion dimension of burnout can be predicted on the basis of powerful others, individual control, type of school and support system as,

$$Y = 0.4277 X_1 - 0.3509 X_2 + 3.0344 X_3 - 0.1703 X_4 + 17.0849$$

Where Y = is predicted value of emotional exhaustion

X_1 = Powerful others

X_2 = Individual control

X_3 = Type of school

X_4 = Support system

The multiple regression analysis suggest that the independent dimensions powerful others, individual control, type of school and support system combine in regression equation, and account for about 14% variance in the emotional exhaustion.

- 3) The depersonalization dimension of burnout can be predicted on the basis of school type, individual control and powerful others dimensions of LOC, student, sex and motivational level as,

$$Y = 1.9441 X_1 - 0.2308 X_2 + 0.1463 X_3 - 0.0791 X_4 + 1.3099 X_5 - 0.1132 X_6 + 15.9325$$

Where Y = is predicted value of depersonalization

X_1 = School type

X_2 = Individual control

X_3 = Powerful others

X_4 = student

X_5 = Sex

X_6 = Motivational level

The multiple regression analysis suggest that the independent dimensions school type, individual control, powerful others, student, sex and motivational level combine in regression equation, account for about 13% variance in the depersonalization.

- 4) The personal accomplishment dimension of burnout can be predicted on the basis of individual control, chance control and warmth as,

$$Y = 0.5749 X_1 - 0.3594 X_2 - 0.4132 X_3 + 23.7966$$

Where Y = is predicted value of personal accomplishment

X_1 = Individual control

X_2 = Chance control

X_3 = Warmth

The multiple regression analysis suggest that the independent dimensions individual control, chance control and warmth combine in regression equation, account for about 11% variance in the predicted variable i.e. personal accomplishment.

5.2 CONCLUSIONS AND THEIR IMPLICATIONS

Based upon the findings of this study some major conclusions could be drawn. Here in this section an attempt has been made to draw some major conclusions. There after each conclusion has been discussed with the intention of drawing the implications of the conclusions for theory / practice and further research in the field of education.

Conclusion 1:

“Most of the teachers face somewhat moderate to moderate level of burnout”.

Discussion:

This conclusion is based upon the findings pertaining to objective 1 of this study; where levels of burnout among teachers were studied. Here percentage wise distribution of teachers under various levels of burnout was studied. Most of the teachers (69.44%) were found to be moderately affected by burnout.

The German study by Kohnen and Barth (1990), reveals that 28% of 122 teachers to show no or only minor burnout symptoms, 43% with medium burnout symptoms, and 28.7% with severe symptoms, corroborate this finding.

Further, the study conducted by Webber (2004) also supports this finding. They found that nearly 20% counselors reported high emotional exhaustion and 34%

were in the average range. Nearly 90% reported low depersonalization and high personal accomplishment.

Implications:

The study has a clear cut implication that in India majority of secondary school teachers are suffering from the problem of burnout. Teacher burnout may have a negative impact themselves leading to emotional and physical ill health. This is not to say that burnout is endemic to the teaching career but there are various personality and organizational causes affiliated with burnout, need to be identified.

Burnout has a significant influence on health and performance. Cultural conditions, school systems, school types and student clientele and other related factors should also be examined.

An interdisciplinary cooperation between psychologist, Pedagogues sociologists and occupational scientists require to assess the impact of these specific conditions.

Conclusion 2:

“School climate is an important factor related to burnout of teachers”.

Discussion:

This conclusion is based upon the findings pertaining to objective 2 of this study, where the relationship between school climate and burnout was studied. This conclusion that the school climate is significantly related to burnout is also corroborated by the findings of Winter (1992) who found that Alabama elementary schools suffer feelings of emotional exhaustions, depersonalization and reduced personal accomplishment. The stress and burnout is not alleviated even in school climate that has high expression of collegial and administrative support.

Byrne concluded that “as the social climate of the classroom deteriorates, teachers become emotionally exhausted and develop increasingly negative attitudes toward their students and the teaching profession (1994a).

In this connection observations made by Grayson & Alvarez (2008) are worth mentioning “that different aspect of school climate is related to each of the three primary burnout dimensions. Further, the inverse relationship between school climate and burnout was mediated by teacher satisfaction levels for both emotional exhaustion and depersonalization dimension”.

The study in hand provides definite empirical evidence to prove the role of school climate in burnout of teachers.

Implications:

Organizational climate for the effectiveness of an organization is very important. Climate is indicative of how well the organization is realizing its full potential.

Type of school climate (democratic an authoritarian) affect the burnout. If the principals are non-authoritarian, are supportive and collegial, and involve than in campus decision-making, are less likely to experience burnout.

Impractical work demands can lead to emotional exhaustion and a depersonalized environment. Administrators need to actively monitor the competing demands placed on teachers by various layers of school administration.

Other organizational factors like role conflict, role ambiguity, work overload, decision making and social support etc. should be used to understand burnout.

Because schools can be rich, dynamic environment in which teachers can acquire the flexibility and competence to deal with new challenges.

Conclusion 3:

“Locus of control is closely linked to the teacher burnout”.

Discussion:

This finding that locus of control is significantly correlated with teaches burnout, is related to the objective 3. Locus of control is an important variable of personality. This conclusion is corroborated by the findings of Spencer (2004) “that locus of control accounts 17% of the variance in the emotional exhaustion factor of burnout. Personal accomplishment had a weak negative correlation with locus of control”. Kudva (1998) also found relationship between burnout and locus of control.

Various findings have shown increasing evidence that teachers who manifest external locus of control are more likely to suffer from burnout (Cedoline, 1982; Farber, 1991; Kyriacou, 1987; Lortie, 1975). Internal locus of control is negatively associated with emotional exhaustion as indicated in Rahim (1996). Lunenburg and Cadavid (1992) reported correlations of .25 and -.29 between external locus of control and the depersonalization and personal accomplishment factors, respectively.

Implications:

Teachers’ locus of control is closely linked with student outcomes. Teachers with high internal locus of control may experience high job satisfaction when student outcomes are good. On the other hand, when pupils’ learning outcomes are poor, they may tend to blame themselves and feel frustrated and ineffective. Teachers with high external locus of control often ascribe student outcomes to factors beyond their efforts and often beyond their control. Because this variable is used as an important indicator of the quality of teacher’s work, the way teachers attribute the causes for those outcomes are highly relevant to their

job motivation. Here again, balancing internal and external locus of control is a task for teachers throughout their careers.

Stress management interventions should be organized to prevent teacher stress and burnout. Understanding the nature of a teaching profession may be the best approach to prevent burnout of teachers.

Training program for modifying and monitoring the LOC orientations of teachers should be made and organized.

Conclusion 4:

“Role commitment of teachers affects the dimensions of burnout”.

Discussion:

This conclusion is based upon the findings pertaining to objective 4 of this study where the correlation between role commitment and burnout was studied. Commitment towards students, parents, nation and profession affects the various dimensions of burnout. This conclusion is corroborated by the findings of Nias (1996) who found that it appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection teacher face the constant danger of burnout in an increasingly intensified work environment. Verma (2002) found that teachers having high role commitment were found to be more job satisfied than teachers having low role commitment.

Jepson and Forrest (2006) found occupational commitment as the strongest predictor of perceived stress. This was a strong negative relationship, indicating that as occupational commitment increases, perceived stress decreases.

Jamal et.al (2007) also found that teacher stress is the most important predictor of organizational commitment.

Implications:

This conclusion has significant implication for both school teachers and system of education. Any reforms deemed desirable by schools and system are only likely to be successful if such reforms are interpreted for teachers in a way that enhance to their commitment. There is a clear need to establish environmental and intrinsic job factors so that interventions can be made to make the working environment and the profession as stress free as possible. By exploring the variety of different factors that contribute to burnout we can aim to aid organizations in fostering a healthy working environment, such as individualistic working ideology could be extremely conducive to encouraging greater occupational commitment.

Conclusion 5:

“Socio-economic status affects the teachers’ burnout”.

Discussion:

This conclusion is based upon the findings that there is significant relationship between socio-economic status and teachers’ burnout. In the present study the income group I₄ which is getting highest salary among other groups is suffering more from burnout. Though this finding seems unusual but this is corroborated by the findings of Mabsy (2005) who found that the teachers who felt their salaries were adequate has a highest level of burnout.

Since the number of empirical studies to corroborate this finding is highly inadequate, it would be suffice here to say that further research needs to be undertaken to verify and corroborate this findings. In case these findings are corroborated and found to be valid then they have important implication for teachers well being. An attempt is made here to suggest this implication.

Implication:

Socio-economic status is a key notion. The efficiency and improvement of teaching depends upon SES. SES affects the quality of education. Appropriate strategies should be adopted to raise the socio-economic status of teachers. A good practical definition of teacher status is the one agreed upon at the 1966 Inter-Governmental conference of UNESCO to which India is a signatory. The Conference defined the term teacher status as "meaning both the standing and regard the society accorded them as evidenced by the level of appreciation of the importance of their function and competence is performing it, as well as working conditions remuneration and other material benefits accorded them relative to other professional groups". Teacher status can be arranged by giving him a good salary, good promotional opportunities and good conditions of work. Therefore if we want to reduce teacher burnout along with good salary they should also be provided with good promotional opportunities and good conditions of work.

Conclusion 6:

“Age, marital status, educational qualification, and family are not related to burnout of teachers”.

Conclusion 7:

“Male teachers are more burned out than female teachers”.

Conclusion 8:

“Government teachers have more burnout than private teachers”.

Conclusion 9:

“Science teachers are more burned out than arts and commerce teachers”.

Discussion:

These conclusions are based upon the findings pertaining to objective 6 of this study where the variations of teacher burnout with some demographic variables were studied. The studies conducted by Anderson and Iwanicki (1984), Schwab & Iwanicki (1982a), Byrne (1991), and Long and Gessaroli (1989), and Kudva (1998) support these findings. Anderson and Iwanicki (1984) and Schwab & Iwanicki (1982a) found that there is no significant age difference relevant to burnout and its dimensions. Byrne (1991) found marital status as well as family status to be not related with burnout. Schneider and Boyd (1996) also found that marital status did not relate to level of burnout.

Long and Gessaroli (1989) reported that men, compared with women, exhibited significantly greater occupational stress and ultimately proneness to burnout.

Kudva (1998) also found that there is no significant difference in the burnout of teachers from varying age levels and marital status since the number of empirical studies to corroborate conclusion 8 and 9 is highly inadequate, it would suffice here to say that further research needs to be undertaken to verify and corroborate these findings.

Implications:

Causes of female and male depression and anxiety might be quite different from each other. Generally, as the two genders often operate in different social contexts, both tend to develop different emotional dispositions and personality traits. Accordingly, their responses and coping mechanisms to stress situations vary. Women, in these days, have a lot of balancing to do between home and workplace, including balancing between social and personal requirements. Much of the causes of male depression and stress arise from their self nurtured identities, especially related to their professional status. For men workplace stress can have extreme consequences. Uncertainty in workplace can cause high levels of stress. Lack of information or the actions of other people can

negatively affect their ability to perform. Teachers work in a wide variety of conditions and environments so principals and administration should think to improve their quality of working conditions. Government teachers and private teachers work in different setup. Government teachers have more responsibilities like household surveys, constant pressure to provide different kinds of information, various in-service training programs, and non-teaching duties. They work always under pressure to fulfill their teaching and non-teaching responsibilities. While in private schools emphasis is always given on teaching and learning process.

Science has affected every aspect of life and has revolutionized the society. Scientific knowledge is increasing with a great pace. It has been widely accepted that the amicable survival of a nation in the 21st century depends upon scientific development as well as scientifically literate society. The corner stone on which the edifice of development programs of a country must be built is its expertise in science and technology and its application in agriculture and industry. In this age of competition the burden on science teachers is increasing. The responsibility of science teachers is increasing with the development and need of science and technology. Science teachers, not only teach in class but also help students in laboratory, help them to face different competitive examination, and assist them to get selected in good institutions. Most of the time teacher work under pressure. They often have to cope up with inadequate laboratory and other facilities. In spite of these inadequate facilities they are expected to complete theory portion along with practical parts at stipulated time. Hence they suffer more from burnout. Therefore for preventing burnout among science teachers, school authorities and management should arrange for adequate facilities.

Conclusion 10:

“Sex, school type, commitment towards student, school climate and locus of control are the main predictors of burnout and its dimensions.”

Discussion:

This conclusion is based upon the findings pertaining to objective 7 of this study where the relative contribution of school climate, locus of control, role commitment and socio-economic status on teachers' burnout was studied.

This conclusion is corroborated by the findings of Spencer (2004) who found that locus of control accounts for 17% of variance in emotional exhaustion factor of burnout.

Grayson and Alvarez (2008) in their study also revealed that different aspects of school climate related to each of the three primary burnout dimensions. Further, the inverse relationship between school climate and burnout was mediated by teacher satisfaction levels for both emotional exhaustion and depersonalization dimensions.

Long and Gessaroli (1989) reported that men, compared with women, exhibited significantly greater occupational stress and ultimately proneness to burnout.

Verma (2002) found that teachers having high role commitment were found to be more job satisfied than teachers having low role commitment.

Implications:

There is need for promoting certain patterns to combat burnout. Cognitive restructuring and positively reappraising the situation may help alleviate physical and emotional exhaustion, and enhance a sense of personal achievement.

At schools, contributions towards managing teacher stress and burnout could be done by following by these strategies, such as : improved understanding by school administrators of the needs of teachers working; the provision of guidance and counseling support for teachers who are facing burnout; the introduction of procedures which ensure that teachers are given positive

feedback about their work and achievement; the implementing of skill-sharing opportunities, assumed participation in school decision making so as to enhance professional and personal development. Promoting of ongoing training in practical stress reduction strategies like relaxation time and classroom management could also work to reduce burnout. Burnout recovery strategy may help for preventing burnout.

For preventing teacher burnout and improving the quality of schooling both teacher and school development should be closely intertwined. This development is perhaps best understood as an active learning process with results at an individual and organizational level. Individual teacher would thereby develop more realistic professional ideals, more positive self esteem, and a greater internal locus of control along with improved competencies to cope flexibly with the demands of day to day classroom practice.

At school level, all members of the organization would be conceivably involved in the establishment, evaluation, and improvement of the working conditions which each party considers crucial for its optimal job performance. The complexities of individual and organizational functioning and the influences of the broader social, cultural and economic environment are too strong for direct control locally. There is a need of research and action both for better understanding of burnout and its determinants.

5.3 SUGGESTIONS FOR PRACTICE AND FURTHER RESEARCH

The most valuable and most costly part of an educational system are the people who teach. Maintaining their well being and their contribution to student education should be a primary objective of educational leaders. For a term that has existed for less than 40 years, burnouts become a critical issue for school and school system. Employers cannot ignore the deleterious effects of burnout

on teacher performance and subsequent student learning. Burnout is a complex issue that will require complex solutions.

Although suggestions for further research have been adequately reflected above while discussing the implications of the conclusions drawn in this study, still an attempt has been made to suggest areas/ topics for further research related to the theme of this research. In suggesting these areas/topics for further research the investigator believes that research on these topics will further refine our understanding about the causes and prevention of burnout. Further research should be undertaken on the following issues/topics.

1. In this study, majority of teachers were found moderately affected by the burnout. Teachers should be provided more facilities for career development and self actualization.
2. In this study organizational climate was studied. There is a need to study the classroom climate, school environment (democratic, authoritarian open and closed). Role of peer group, principal and other organizational factors like role conflict, role ambiguity, school ecology, work overload, and social support etc. should also be studied.
3. Since the significant relationship was observed between locus of control and burnout, other important variables related to personality such as self efficacy, self consciousness, empathy etc. should also be taken to assess the role of personality variables in burnout in future research.
4. Role commitment also found a consistent predictor. Accountability, teacher efficacy, job performance, job satisfaction, and job involvement should be studied through further research.
5. Since the number of empirical studies to corroborate the finding that teachers with higher income have more burnout, is highly inadequate, further research needs to be undertaken to verify and corroborate these findings.

6. The organizational aspects of schools constrain productive teaching and learning, and become the fertile ground for stress and burnout. This issue needs to be addressed on a priority basis by educational administrators and policy makers.
7. For prevention of burnout mindfulness based stress reduction training program could be a meaningful part of the curriculum for student teachers as well as a module intended to promote the professional development of teachers.
8. School administrators should be concerned with teachers' job burnout, as increasing demands can adversely affect their well being, and perhaps the well being of their students.
9. A wide variety of intervention strategies should be taken care of including stress inoculation training, relaxation, time management, assertiveness training, rational emotive therapy, training in interpersonal and social skills, team building, management of professional demands, and meditation. Intervention program can be prepared in co-operation with administrators and counselors to prevent teachers' stress and burnout.
10. Managerial and educational interventions should be designed on the basis of past research and consultation on burnout, and may provide better guidance to organizations.
11. Further research that recognizes broad antecedents to teacher burnout (e.g., political, policy and economic contexts, school ecology, task qualities of teacher organizational characteristic and teachers' personality qualities) and consequences of burnout (e.g. Teacher behavior, student perceptions and evaluation, student behaviors, and student outcomes) is necessary to deal effectively with burnout.
12. There is a need to replicate this study at national level or state level so that findings could be generalized over broader level.

5.4 LIMITATIONS OF THE STUDY

The study had the following major limitations which must be kept in mind while interpreting the findings of this study.

1. While interpreting the findings of this study it should be kept in mind those only secondary school teachers of Allahabad district of Uttar Pradesh was taken for the study.
2. Out of total 465 respondents only 378 were got filled. Out of these only 360 were found to be usable. A response rate of 77.4% was obtained by the researcher. Hence the findings of this study should be interpreted in this light.
3. Principals, games teachers are also important component of school community. In this study they are not included. These factors should also be kept in mind while interpreting the findings of this study.

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Appendices

General Information Sheet

Below are some personal information asked from you. Please give all informations correctly. It will be confidential and used for research purposes only.

- [illegible]

Maslach Burn out Inventory M.B.I.

Instructions:

These are 22 statements given below. Please read each statement carefully. For every statement you have to give your response by writing the number, anyone of the given response categories on 7 point scale showing how much you feel about it. For example, if you feel that response "moderate" is applicable to you, put (4) in the space provided for it. If "very strong" is applicable for you, put (7). If "very mild" is applicable to you, write one (1).

1	2	3	4	5	6	7
(Very mild)	(Mild)	(Somewhat moderate)	(Moderate)	(Somewhat strong)	(Strong)	(Very strong)

STATEMENTS

1. I feel emotionally drained from my work. ()
2. I feel used up at the end of the workday. ()
3. I feel fatigue when I get up in morning and to face another day on the job. ()
4. Working with people all day is really a strain for me. ()
5. I feel burned out from my work. ()
6. I feel frustrated by my job. ()
7. I feel I am working too hard on my job. ()
8. Working directly with people puts too much stress on me. ()
9. I feel like I am at the end of my rope. ()
10. I feel I treat some students, as if they were impersonal "objects". ()
11. I have become more callous toward people, since I took this job. ()
12. I worry that this job is hardening me emotionally. ()
13. I don't really care what happened to some recipients. ()
14. I feel student blame me for some of their problems. ()
15. I can easily understand how my students feel about things. ()
16. I deal very effectively with the problem of my students. ()
17. I feel I am positively influencing other people's lives through my job. ()
18. I feel very energetic. ()
19. I can easily create a relaxed atmosphere with my, student. ()
20. I feel exhilarated after working closely with my student. ()
21. I have accomplished many worthwhile things in this job. ()
22. In my work, I deal with emotional problem, very calmly. ()

REUSABLE BOOKLET
OF
ORGANIZATIONAL CLIMATE INVENTORY
(O C I FORM B)

SOMNATH CHATTOPADHYAY
and
K. G. AGARWAL

INSTRUCTIONS

Here are some statements, and you have to express your views on any of the five alternatives against each statement. All the five alternative responses are indicated as a, b, c, d and e, you have to mark the tick (✓) on any cell (□) indicative of the response of your choice in the Answer Sheet. In this way you have to make your choice on all the items of the inventory.

Although there is no time limit, but it should be completed within 40 minutes.



Estd. 1971

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1. In some places people welcome differences in points of views, whereas, in other places it is considered bad manners to express differences of opinion. How do Superior Officers in this organisation react to differences in opinion ?
 - (a) They almost welcome them.
 - (b) They usually welcome them.
 - (c) They sometimes welcome them.
 - (d) They rarely welcome them.
 - (e) They never welcome them.
2. How are the objectives set in this organisation ?
 - (a) Orders are issued with no opportunity to raise questions or give comments.
 - (b) Orders are issued and explained and then an opportunity is given to ask questions.
 - (c) Orders are drawn up, but are discussed with subordinates and sometimes modified before being issued.
 - (d) Specific alternative objectives are drawn up by supervisors, and subordinates are asked to discuss and choose the one they prefer ?
 - (e) Problems are presented to those persons who are involved and objectives are then set-up by the subordinates and the supervisors jointly by group participation and discussions.
3. If somebody says the staff members in this organisation are so pre-occupied with their duties that they can hardly spare time to participate in staff meetings. How far would you agree with it ?
 - (a) Strongly disagree
 - (b) Disagree
 - (c) Neither agree nor disagree
 - (d) Agree
 - (e) Strongly agree.
4. Whenever an important decision has to be taken regarding any work, the tendency here is to pass the file to somebody else for making the decision. How often does it happen here ?
 - (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
5. To what extent do the superiors and the knowledgeable colleagues take pains to help an employee who wants to learn more about his job ?
 - (a) To a great extent
 - (b) To a considerable extent
 - (c) To some extent
 - (d) To a little extent
 - (e) Not at all.

6. Disagreement among the staff about the best way to do things is encouraged in this organisation. How often does it happen here ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
7. To what extent do people in your work group emphasise that work should be accomplished by individuals than as a team ?
- (a) To a very great extent
 - (b) To a considerable extent
 - (c) To some extent
 - (d) To a little extent
 - (e) Not at all.
8. "Working as a group is no problem here." How often do people feel here in this organisation ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
9. Do people here get an opportunity to develop their skills further to do their jobs ?
- (a) Almost all the people
 - (b) Most of the people
 - (c) Some of the people
 - (d) A few people
 - (e) Almost none.
10. How often does the staff here try to do things better than what they have done last time ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
11. How much do you agree with the statement that this organisation is better than other similar organisations in the city, to work in ?
- (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.
12. How often are your ideas for change given a good hearing ?
- (a) Never
 - (b) Sometimes
 - (c) Often
 - (d) Almost always
 - (e) Always.

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13. Is it true that remaining busy is not enough in this organisation one has to show results ?
 - (a) Yes, it is true here to a very great extent
 - (b) Yes, it is true here to a great extent
 - (c) Well, it is true to a negligible extent
 - (d) No, it is not quite true
 - (e) No, it is not true at all.
14. Do you agree that quite often a subordinate here has to attend to orders issued by more than one person at a time ?
 - (a) Strongly disagree
 - (b) Disagree
 - (c) Neither agree nor disagree
 - (d) Agree
 - (e) Strongly agree.
15. When decisions are being made about certain work that you are to do, are you asked for your ideas ?
 - (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
16. If somebody says, "There is so much work to do here everyday that I have to do it somehow and I don't have the time to think about how the quality of the work can be improved". How much would you agree with this statement ?
 - (a) Strongly disagree
 - (b) Disagree
 - (c) Neither agree nor disagree
 - (d) Agree
 - (e) Strongly agree.
17. To what extent do you receive correct information about your work, duties etc.
 - (a) Not at all
 - (b) To a very little extent
 - (c) To some extent
 - (d) To a considerable extent
 - (e) To a very great extent.
18. "There is a general feeling here that grievances of the employees are handled properly." To what extent do you agree with this statement ?
 - (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.
19. Do you agree that almost every one here knows who is working under whom in this organisation ?
 - (a) Strongly disagree
 - (b) Disagree
 - (c) Neither agree nor disagree
 - (d) Agree
 - (e) Strongly agree.

20. To what extent do people in your work group encourage each other in work ?
 - (a) Not at all
 - (b) To a little extent
 - (c) To some extent
 - (d) To a considerable extent
 - (e) To a very great extent.
21. How frequently do you think it is true that in this organisation it is easier to deal with those things that have a precedence ?
 - (a) No, it is not true in any case.
 - (b) Yes, in some cases.
 - (c) Yes, in many cases.
 - (d) Yes, in most of the cases.
 - (e) Yes, in almost all the cases.
22. Is this organisation receptive to new ideas ?
 - (a) It is never receptive.
 - (b) It is sometimes receptive.
 - (c) It is often receptive.
 - (d) Almost always receptive.
 - (e) Always receptive.
23. "The general feeling here is that people do not get fair hearing from those who are higher up." How much do you agree with it ?
 - (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.
24. How adequate is the amount of information you get about what is going on in other departments and units of this organisation ?
 - (a) Very inadequate
 - (b) Inadequate
 - (c) Neither inadequate nor adequate
 - (d) Adequate
 - (e) Very adequate
25. How often do superiors ask subordinates for new ideas ?
 - (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
26. How often do you think that the members of staff here value friendship among their colleagues ?
 - (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.

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27. To what extent do you feel that the employees here are allowed to make decisions to solve their problems without checking them with their superiors at each stage of the work ?
 - (a) To a very great extent
 - (b) To a great extent
 - (c) To some extent
 - (d) To a little extent
 - (e) Not at all.
28. Is there a general feeling amongst the employees of your level that any body can be removed from his job at any time ?
 - (a) Almost all the employees feel so
 - (b) Exists among most of the employees
 - (c) Among some of the employees
 - (d) Among a few employees
 - (e) Not exists at all.
29. How often are the rewards (such as raise in salary and promotions) given strictly on the basis of merit ?
 - (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
30. In order to stay here, one just can't perform work somehow ; work has to be well done. To what extent do you agree with it ?
 - (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.
31. To what extent there are facilities and opportunities for individual creative work in this organisation.
 - (a) Not at all
 - (b) To a little extent
 - (c) To some extent
 - (d) To a considerable extent
 - (e) To a very great extent.
32. In your observation, how often does the staff in this organisation seem bored with their work ?
 - (a) On all occasions
 - (b) On most occasions
 - (c) On some occasions
 - (d) On a very few occasions
 - (e) Not at all.
33. "When there is appreciation the staff here tends to share it as an achievement of the whole work group than that of an individual." How much do you agree with this statement ?
 - (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.

34. How do you get most of your information about your work and organization ?
 - (a) Through Unions/Associations
 - (b) Through colleagues / other persons / rumours
 - (c) Through talks with superiors
 - (d) Through meetings
 - (e) Through notices on boards.
35. "The nature of things that an employee is supposed to do in this organisation are so varied that it is logically difficult to put them together." How much do you agree with this statement ?
 - (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.
36. To what extent are people in the higher levels aware of the problems at lower levels in this organisation ?
 - (a) Not at all
 - (b) To a very little extent
 - (c) To some extent
 - (d) To a considerable extent
 - (e) To a very great extent.
37. How often do you have advance information of any changes which are planned ?
 - (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
38. To what extent is the information passed from one person to another in this organisation distorted or deliberately made inaccurate ?
 - (a) To a large extent
 - (b) To a considerable extent
 - (c) To some extent
 - (d) To a little extent
 - (e) Not at all.
39. Are discussions at meetings in this organisation very free and open ?
 - (a) Discussions are never free and open
 - (b) In a few meetings
 - (c) In some of the meetings
 - (d) In most of the meetings
 - (e) In all the meetings.
40. One can not simply go ahead and do a thing here unless one has discussed it with his superiors before. How often does it happen here ?
 - (a) Yes, it is almost always the case here.
 - (b) Yes, it is usually the case here.
 - (c) Yes, it is sometimes the case here.
 - (d) No, it is rarely the case here.
 - (e) No, it is almost never the case here.

41. If some one of your colleagues does his job in improved way than it is usually done, does he get proper recognition for it ?
- (a) Almost never gets recognition.
 - (b) Rarely gets recognition.
 - (c) Sometimes gets recognition.
 - (d) Usually gets recognition.
 - (e) Almost always gets recognition.
42. Which of the following best describes the manners in which problems between departments are generally resolved ?
- (a) The problems are worked out at the level where they appeared through mutual effort and understanding.
 - (b) The problems are appealed to a higher authority in the organisation and are usually resolved there.
 - (c) The problems are appealed to a higher authority in the organisation but often are still not resolved.
 - (d) Little is done about these problems, they work themselves out with time.
 - (e) Little is done about these problems, they continue to exist.
43. How often have your ideas for changing the way things are done here in this organisation been welcomed ?
- (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
44. "Grievances normally are not settled unless they are taken up by organised body of employees like employees' unions, associations etc." How often do you think it happens in this organisation ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
45. How often do you think the members of the senior staff patiently listen to complaints of the junior staff ?
- (a) They almost always listen to
 - (b) They usually listen to
 - (c) They sometimes listen to
 - (d) They rarely listen to
 - (e) They almost never listen to.
46. How often is it true that personal hostilities are usually resolved as quickly as possible ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.

47. In some places employees are required to adhere strictly to the rules, policies, procedures and practices whereas in some other places they can deviate from these. What is generally required from people of your level here ?
- (a) Very strict adherence to rules, policies and procedures.
 - (b) Strict adherence to rules, policies and procedures.
 - (c) Somewhat strict adherence to rules, policies and procedures.
 - (d) A little adherence to rules, policies and procedures.
 - (e) No adherence to rules, policies and procedures.
48. How often do you think staff members of different levels of hierarchy join together to work here as members of a team ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
49. To what extent do people in this organisation speak rather than write memo to each other ?
- (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
50. "If they have the alternative choice the staff in this organisation in general would feel happy to leave the organisation." To what extent do you think the statement is applicable to staff here ?
- (a) None of them feel happy to leave this organisation.
 - (b) Very few of them feel happy to leave this organisation.
 - (c) Some of them feel happy to leave this organisation.
 - (d) Most of them feel happy to leave this organisation.
 - (e) All of them feel happy to leave this organisation.
51. How much do you think the top management of this organisation is aware of working conditions of its staff ?
- (a) Not at all aware
 - (b) Very little aware
 - (c) Somewhat aware
 - (d) Much aware
 - (e) Very much aware.
52. How often do you talk freely with your superiors ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.

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53. How often are the members of the staff in this organisation helpful to each other ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
54. How much do you think your organisation has interest in the welfare of the staff ?
- (a) They are not at all really interested.
 - (b) They are not very much interested.
 - (c) Only in certain ways they are interested.
 - (d) They are somewhat interested.
 - (e) They are very much interested.
55. In some places, anybody can go to anybody else to discuss any problem he faces. In your opinion how often does it happen here ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
56. Do you agree that in this organisation the capabilities of its staff members are fully utilized ?
- (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.
57. How often do you think the professional jealousies obstruct the performance of duties in this organization ?
- (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
58. Do the staff members here work with a team spirit ?
- (a) Team spirit does not exist at all.
 - (b) A few members.
 - (c) Most of the members.
 - (d) Almost all the members.
 - (e) All the members.

59. Are there things around your working environment (people, policies, conditions) that discourage you from working hard ?
- (a) Yes, practically everything around here discourages me from working hard.
 - (b) Yes, a great many things around here discourage me from working hard : only a few do not discourage me.
 - (c) About as many things discourage me as encourage me.
 - (d) No, most things around here encourage me to work hard.
 - (e) No, practically everything around here encourages me to work hard.
60. Considering the busy schedules and work load here the employees seldom find time to share their concerns with each other. How much do you agree with it ?
- (a) Strongly agree
 - (b) Agree
 - (c) Neither agree nor disagree
 - (d) Disagree
 - (e) Strongly disagree.
61. How often do superiors ask subordinates for an informal discussion ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
62. How much influence do you think your colleagues have in deciding what should be done in this organisation ?
- (a) Very much
 - (b) Much
 - (c) Some
 - (d) Little
 - (e) Not at all.
63. To what extent do you have confidence in the people you work with ?
- (a) Not at all
 - (b) To a very little extent
 - (c) To some extent
 - (d) To a considerable extent
 - (e) To a great extent.
64. How often do the members of the staff here trust one another ?
- (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.

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65. Are suggestions often solicited from employees here ?
- (a) Yes, from senior officers only.
 - (b) Yes, from some officers only.
 - (c) Yes, from all the officers only.
 - (d) Yes, from all the employees except class IV employees.
 - (e) Yes, from all the employees.
66. How often does a person in this organisation receive credit and appreciation if he finds out a different way of doing things which nobody has ever done before ?
- (a) Almost always
 - (b) Usually
 - (c) Sometimes
 - (d) Rarely
 - (e) Almost never.
67. How often are meetings held when needed ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.
68. How much is your job important in this organisation ?
- (a) Vrey much
 - (b) Much
 - (c) Somewhat
 - (d) Little
 - (e) Not at all.
69. This organisation facilitates the self improvement of its staff members. Do you agree with this statement ?
- (a) Strongly disagree
 - (b) Disagree
 - (c) Neither agree nor disagree
 - (d) Agree
 - (e) Strongly agree.
70. How often is conscientious attempt made to consider every one's views before a decision is made ?
- (a) Almost never
 - (b) Rarely
 - (c) Sometimes
 - (d) Usually
 - (e) Almost always.

LEVENSON'S SCALE FOR LOCUS OF CONTROL

Name : _____ Age : _____

Occupation : _____ Sex : _____

INSTRUCTIONS

Below are some statements that pertain to general life outcomes. Please indicate how much you agree or disagree with each statement on a five point scale. The five points are: Strongly Agree (SA), Agree (a), Undecided (U), Disagree (D), Strongly Disagree (SD). You have to put a (x) mark on point which best indicates how closely you agree or disagree with the feeling expressed in each statement **AS IT CONCERNS YOU**.

Example:

1. Becoming successful is a matter of hard work, luck has nothing to do with it.

1	2	3	4	5
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

There are no "right" or "wrong" answers as everyone has right to his or her own views. To be able to get best advice from your results, please answer them exactly and truly. When you answer, keep following four points in mind:

1. Give the first, natural answer as it comes to you. Do not spend too much time thinking about your answers.
2. Try not to fall back on the middle, "undecided" answers except when the answer at either ends are really impossible for you.
3. Be sure not to skip anything and answer every statement, somehow.
4. Answer as honestly as possible what is true for you. Do not merely mark what seems "the right thing to say" just to impress the examiner.

If you have understood the instructions clearly, please turn the page and start, if not please feel free to ask for any clarifications.

1. Whether or not I get to be a leader depends on my ability.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
2. My life is controlled by accidental happenings.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
3. I feel like what happens in my life is determined by powerful people.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
4. Whether or not I get into an accident depends on how good driver I am.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
5. When I make plans, I am certain to make them work.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
6. There is no chance of protecting my personal interests from bad luck happenings.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
7. When I get what I want, it's because I am lucky.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
8. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
9. How many friends I have depends on how nice a person I am.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
10. I have found that what I think is going to happen will happen.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
11. My life is controlled by powerful others.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree
12. Whether or not I get into a car accident is a matter of luck.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

13. People like myself have no chance of protecting our personal interests when they conflict with those of strong pressure groups.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

14. It is not wise for me to plan too far ahead, because many things turn out to be a matter of bad fortune.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

15. Getting what I want requires pleasing people above me.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

16. Whether or not I get to be a leader depends on whether I am lucky enough to be in the right place at the right time.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

17. If important people were to decide they didn't like me, I probably wouldn't make many friends.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

18. I can pretty much determine what will happen in my life.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

19. I am usually able to protect my personal interests.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

20. Whether or not I get into a car accident depends mostly on the other driver.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

21. When I get what I want, it's usually because I worked hard for it.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

22. In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

23. My life is determined by my own actions.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

24. It's a matter of fate whether or not I have a few friends or many.

☐ Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree

L.O.C. PROFILE SHEET

Name _____ Sex _____ Age _____ Occupation _____

(For Examiner's Use Only)

Raw Scores				
Sten Scores				
10	-	-	-	-
9	-	-	-	-
8	-	-	-	-
7	-	-	-	-
6	-	-	-	-
5	-	-	-	-
4	-	-	-	-
3	-	-	-	-
2	-	-	-	-
1	-	-	-	-

Powerful others Chance control Individual control



Dr. (Mrs.) Meena Buddhisagar Rathod (Indore)
Madhulika Varma (Indore)

Consumable Booklet
of

TRCS

(Hindi Version)

कृपया निम्न सूचनाएँ भरिये—

नाम.....
उम्र..... वर्ष (लगभग) शिक्षा.....
अनुभव..... वर्ष (लगभग) लिंग.....
विद्यालय : शासकीय/अशासकीय.....
वैवाहिक स्थिति : विवाहित/अविवाहित.....

निर्देश

प्रस्तुत मापनी में कुल 58 कथन दिये गये हैं, जो अध्यापक की व्यवसाय के प्रति वचनबद्धता से सम्बन्धित हैं। प्रत्येक कथन के तीन विकल्प "अ", "ब" एवं "स" दिये गये हैं। जोकि परिस्थितिनुसार आपके विचार या व्यवहार को प्रदर्शित करते हैं। प्रत्येक कथन को ध्यानपूर्वक पढ़िये एवम् जो विकल्प आपके विचार या व्यवहार के निकट हो उस विकल्प वाले खाने ☐ में गुणा (×) का निशान लगाइये। आपके उत्तर पूर्णरूप से गोपनीय रखे जायेंगे।

SCORING TABLE

Areas	A	B	C	D	E	F	TOTAL
Scores							
Interpretation							

Estd. 1971

☎ : (0562) 2364926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA – 282 004 (INDIA)

2 | Consumable Booklet of T R C S

क्षेत्र	क्र. सं.	कथन	विकल्प
A	1.	कक्षा में अध्यापक की भूमिका अधिकारी के स्थान पर सलाहकार की होनी चाहिये।	(अ) मैं सदैव ही ऐसा व्यवहार करता/करती हूँ। <input type="checkbox"/> (ब) इस हेतु मैं सिर्फ प्रयास करता/करती हूँ। <input type="checkbox"/> (स) मेरे लिये यह असम्भव है। <input type="checkbox"/>
A	2.	अध्यापक को पाठ्य सहगामी क्रियाओं का आयोजन विद्यार्थियों की रुचि के अनुरूप करना चाहिये।	(अ) मैं आसानी से ऐसा कर पाता/पाती हूँ। <input type="checkbox"/> (ब) मैं ऐसा नहीं कर पाता/पाती हूँ। <input type="checkbox"/> (स) मैं ऐसा कर तो नहीं पाता/पाती हूँ पर इस हेतु प्रयास जरूर करता/करती हूँ। <input type="checkbox"/>
B	3.	अध्यापक को अध्यापन के अतिरिक्त भी कार्य करने चाहिये, जैसे वाचनालय कार्य, मध्यांतर भोजन आदि।	(अ) यदि अतिरिक्त धन की व्यवस्था हो तो मैं ऐसा कर सकता/सकती हूँ। <input type="checkbox"/> (ब) मैं ऐसा करने हेतु वचनबद्ध हूँ। <input type="checkbox"/> (स) ऐसे निम्न स्तरीय कार्यों हेतु मैं स्वयं को बाध्य नहीं मानता/मानती हूँ। <input type="checkbox"/>
A	4.	अध्यापक को विद्यार्थियों को गृहकार्य न करके लाने पर दण्ड देना चाहिये।	(अ) मैं ऐसा कभी नहीं करता/करती हूँ। <input type="checkbox"/> (ब) इसके बिना विद्यार्थियों में सुधार कतई संभव नहीं है। <input type="checkbox"/> (स) आवश्यकता होने पर मैं शारीरिक दण्ड के अतिरिक्त अन्य दण्ड देता/देती हूँ। <input type="checkbox"/>
A	5.	विद्यार्थियों के दुर्व्यवहार पर अध्यापक द्वारा उन्हें निलंबित कर देना चाहिये।	(अ) मैं सदैव इसका समर्थन करता/करती हूँ। <input type="checkbox"/> (ब) मैं इसका कभी समर्थन नहीं करता/करती हूँ। <input type="checkbox"/> (स) मैं केवल किसी विशेष परिस्थिति में ही इसका समर्थन करता/करती हूँ। <input type="checkbox"/>
A	6.	अध्यापक द्वारा विद्यार्थियों को स्वयं से संबंधित निर्णय लेने की स्वतंत्रता देनी चाहिये।	(अ) मैं सदैव ही ऐसा करता/करती हूँ। <input type="checkbox"/> (ब) अनुभवहीन विद्यार्थियों को मैं ऐसे अवसर कभी नहीं देता/देती हूँ। <input type="checkbox"/> (स) मैं निरीक्षित स्वतंत्रता देता/देती हूँ। <input type="checkbox"/>

क्षेत्र	क्र. सं.	कथन	विकल्प
F	7.	अध्यापन में सुविधा हेतु अध्यापक को पाठ्य सहायक सामग्री का निर्माण करना चाहिये।	(अ) मैं इसे अध्यापकीय जिम्मेदारी नहीं मानता/मानती हूँ। <input type="checkbox"/> (ब) मेरे लिये समयाभाव के कारण यह व्यवहारिक नहीं है। <input type="checkbox"/> (स) मेरे अनुसार तभी प्रभावी शिक्षण संभव है। <input type="checkbox"/>
F	8.	अध्यापक को पाठ्य पुस्तक के अतिरिक्त सन्दर्भ पुस्तकें भी पढ़ते रहना चाहिये।	(अ) मैं इस हेतु वचनबद्ध हूँ। <input type="checkbox"/> (ब) मेरे अनुसार इसकी कोई आवश्यकता नहीं है। <input type="checkbox"/> (स) केवल कठिन विषयवस्तु पढ़ते समय ही मैं ऐसा करता/करती हूँ। <input type="checkbox"/>
B	9.	अध्यापक को विद्यालय में अपना समय निजी कार्यों में उपयोग करना चाहिये।	(अ) पूरा समय तो नहीं पर मैं अपना कुछ समय स्वयं पर व्यय करता/करती हूँ। <input type="checkbox"/> (ब) मैं इसमें कोई नुकसान नहीं मानता/मानती हूँ। <input type="checkbox"/> (स) मैं विद्यालय में केवल विद्यालयीन कार्य ही करता/करती हूँ। <input type="checkbox"/>
A	10.	कक्षा में शिक्षण के समय अध्यापक को विद्यार्थियों को प्रश्न पूछने के लिये प्रेरित करना चाहिये।	(अ) ऐसा करना तो चाहिये पर मैं इस हेतु केवल प्रयास कर सकता/सकती हूँ। <input type="checkbox"/> (ब) मैं ऐसा करने हेतु कटिबद्ध हूँ। <input type="checkbox"/> (स) नहीं मैं कभी ऐसे कार्यों में नहीं उलझता/उलझती हूँ। <input type="checkbox"/>
A	11.	अध्यापक को कक्षा में सीखने के वातावरण का निर्माण करना चाहिये।	(अ) मैं विद्यार्थियों से इस हेतु पहल की अपेक्षा करता/करती हूँ। <input type="checkbox"/> (ब) कक्षा में यह विद्यार्थियों का व मेरा मिला-जुला प्रयास होता है। <input type="checkbox"/> (स) मैं इसमें सदैव पहल करता/करती हूँ। <input type="checkbox"/>
A	12.	अध्यापक को कक्षा में विधियों का चयन विद्यार्थियों की आवश्यकतानुसार ही करना चाहिये।	(अ) मैं सदैव ऐसा करता/करती हूँ। <input type="checkbox"/> (ब) मेरे अनुसार यह आवश्यक नहीं है पर मैं इस हेतु प्रयास करता/करती हूँ। <input type="checkbox"/> (स) यह मेरे लिये असम्भव है। <input type="checkbox"/>

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क्षेत्र	क्र. सं.	कथन	विकल्प
A	13.	अध्यापक को "छड़ी पड़े छमा छम विद्या आये धमा-धम" सूत्र का पालन करना चाहिये।	<p>(अ) मैं इस अमनोवैज्ञानिक सूत्र को नहीं मानता/मानती हूँ। <input type="checkbox"/></p> <p>(ब) मैंने सदैव पाया है कि इससे विद्यार्थियों की उपलब्धि बढ़ती है। <input type="checkbox"/></p> <p>(स) मैं कभी-कभी इसका उपयोग करता/करती हूँ। <input type="checkbox"/></p>
A	14.	अध्यापक को शिक्षण प्रक्रिया में विद्यार्थियों को सक्रिय रूप से सहभागी बनाना चाहिये।	<p>(अ) मैं ऐसा करना चाहता/चाहती हूँ पर इसमें असफल रहता/रहती हूँ। <input type="checkbox"/></p> <p>(ब) मेरे अनुसार इससे अध्यापक को कोई लाभ नहीं है। <input type="checkbox"/></p> <p>(स) मैं इसमें सदैव सफल रहता/रहती हूँ। <input type="checkbox"/></p>
A	15.	अध्यापक को सभी के साथ समानता का व्यवहार करना चाहिये।	<p>(अ) मैं इसे शिक्षण में आवश्यक नहीं मानता/मानती हूँ। <input type="checkbox"/></p> <p>(ब) मैं सहजता से ऐसा कर पाता/पाती हूँ। <input type="checkbox"/></p> <p>(स) यह कठिन है पर फिर भी मैं प्रयास करता/करती हूँ। <input type="checkbox"/></p>
A	16.	अध्यापक को पाठ्येत्तर गतिविधियों में विद्यार्थियों के साथ समान रूप से सहभागी होना चाहिये।	<p>(अ) मैं इसका पालन करने हेतु वचनबद्ध हूँ। <input type="checkbox"/></p> <p>(ब) मैं इसे उचित नहीं मानता/मानती हूँ। <input type="checkbox"/></p> <p>(स) मैं ऐसा करने हेतु विचार करता/करती हूँ। <input type="checkbox"/></p>
A	17.	अध्यापक को नीति सम्बन्धी विधान (Code of Ethics) का पालन कर विद्यार्थियों के सामने आदर्श व्यवहार प्रदर्शित करना चाहिये।	<p>(अ) मैं ऐसा करने का केवल प्रयास करता/करती हूँ। <input type="checkbox"/></p> <p>(ब) मैं इस हेतु कटिबद्ध हूँ। <input type="checkbox"/></p> <p>(स) इस हेतु मैं स्वयं को बाध्य नहीं मानता/मानती हूँ। <input type="checkbox"/></p>
A	18.	कक्षा में अध्यापक को यन्त्रणा देने वाले उपकरण के स्थान पर उत्साहित करने वाले औजार की भूमिका में होना चाहिये।	<p>(अ) मेरे अनुसार बिना यन्त्रणा के उत्साह संभव ही नहीं है। <input type="checkbox"/></p> <p>(ब) मैं इस कथन से पूर्णतः सहमत हूँ। <input type="checkbox"/></p> <p>(स) मैं कक्षा में कम से कम यन्त्रणा देकर विद्यार्थियों को उत्साहित करने का प्रयास करता/करती हूँ। <input type="checkbox"/></p>

क्षेत्र	क्र. सं.	कथन	विकल्प
A	19.	अध्यापक को विद्यार्थियों की भावनाओं का ध्यान रखना चाहिये।	(अ) मैं सदा ही ऐसा करता/करती हूँ। <input type="checkbox"/> (ब) मैं ऐसा करने की कोशिश करता/करती हूँ। <input type="checkbox"/> (स) कक्षा के सभी विद्यार्थियों की भावनाओं का ध्यान रखना मेरे लिये संभव नहीं है। <input type="checkbox"/>
A	20.	अध्यापक को विद्यार्थियों में कार्य-दक्षता विकसित करनी चाहिये।	(अ) सीमित कालांशों के कक्षा शिक्षण में यह असंभव है। <input type="checkbox"/> (ब) इस हेतु मैं सदैव समर्पित रहता/रहती हूँ। <input type="checkbox"/> (स) सीमित कालांशों के कक्षा शिक्षण के अंतर्गत केवल कुछ ही कार्यों में दक्षता विकसित की जा सकती है। <input type="checkbox"/>
A	21.	अध्यापक को विद्यार्थियों को बेहतर समायोजन की शिक्षा देनी चाहिये।	(अ) मैं इससे पूर्णतः सहमत हूँ। <input type="checkbox"/> (ब) मैं इससे असहमत हूँ। <input type="checkbox"/> (स) कुछ हद तक यह किया जा सकता है। <input type="checkbox"/>
A	22.	अध्यापक को विद्यार्थियों में पर्यावरण के प्रति सही दृष्टिकोण उत्पन्न करना चाहिये।	(अ) मैं इसे अध्यापकीय कार्य नहीं मानता/मानती हूँ। <input type="checkbox"/> (ब) मैंने सदैव इसे अपना दायित्व माना है। <input type="checkbox"/> (स) इसे करना तो चाहिये पर मैंने इस ओर ध्यान नहीं दिया। <input type="checkbox"/>
A	23.	अध्यापक को विद्यार्थियों में वैज्ञानिक दृष्टिकोण विकसित करना चाहिये।	(अ) मैं इसे केवल विज्ञान संकाय के लिये ही उपयुक्त मानता/मानती हूँ। <input type="checkbox"/> (ब) मैं इसे सभी विद्यार्थियों के लिये उपयुक्त मानता/मानती हूँ। <input type="checkbox"/> (स) मेरे अनुसार यह व्यर्थ है। <input type="checkbox"/>
A	24.	अध्यापक का मुख्य लक्ष्य विद्यार्थियों का सर्वांगीण विकास करना है।	(अ) मैं सदैव ही इस लक्ष्य को पूरा करने का प्रयास करता/करती हूँ। <input type="checkbox"/> (ब) सर्वांगीण विकास के स्थान पर मैं ज्ञानात्मक पक्ष को विकसित करने हेतु अधिक ध्यान देता/देती हूँ। <input type="checkbox"/> (स) मैं इसे अपना लक्ष्य ही नहीं मानता/मानती हूँ। <input type="checkbox"/>

क्षेत्र	क्र. सं.	कथन	विकल्प
D	25.	समाज में अध्यापक की भूमिका सामाजिक परिवर्तन लाने वाले कार्यकर्ता की होती है।	<p>(अ) मेरे अनुसार यह कार्य सामाजिक कार्यकर्ताओं का है। <input type="checkbox"/></p> <p>(ब) मेरे सन्दर्भ में यह शत-प्रतिशत सही है। <input type="checkbox"/></p> <p>(स) सामाजिक परिवर्तन में मेरा योगदान तो होता है, पर फिर भी मैं उसमें पूरी तरह संलग्न नहीं हो पाता/पाती हूँ। <input type="checkbox"/></p>
E	26.	अध्यापक को अपने विद्यार्थियों में मातृभूमि के प्रति प्रेम उत्पन्न करना चाहिये।	<p>(अ) इस हेतु मैं केवल विचार करता/करती हूँ। प्रभाव उत्पन्न करना तो कठिन है। <input type="checkbox"/></p> <p>(ब) मेरे अनुसार यह गुण विद्यालयों में विकसित करना असंभव है। <input type="checkbox"/></p> <p>(स) मैं सदैव इस हेतु समर्पित रहता/रहती हूँ। <input type="checkbox"/></p>
F	27.	अध्यापक को अपनी वेशभूषा व भाषा द्वारा आदर्श व्यवहार प्रदर्शित करना चाहिये।	<p>(अ) मैं इसे अत्यन्त आवश्यक मानता/मानती हूँ। <input type="checkbox"/></p> <p>(ब) मैं इसे आवश्यक नहीं मानता/मानती हूँ। <input type="checkbox"/></p> <p>(स) मैं इस पर विचार तो करता/करती हूँ, पर वास्तव में यह अति कठिन है। <input type="checkbox"/></p>
F	28.	अध्यापक को शिक्षण के दौरान संवेदनशील विषय वस्तु के साथ छेड़-छाड़ करनी चाहिये।	<p>(अ) ऐसा करने में मैं कोई नुकसान नहीं मानता/मानती हूँ। <input type="checkbox"/></p> <p>(ब) कभी-कभी ऐसा हो जाता है पर मैं जानबूझ कर ऐसा नहीं करता/करती हूँ। <input type="checkbox"/></p> <p>(स) मेरे अनुसार यह पूरी तरह त्रुटिपूर्ण व्यवहार है। इस हेतु मैं सदैव सचेत रहता/रहती हूँ। <input type="checkbox"/></p>
B	29.	अध्यापक को विद्यार्थियों के समक्ष गोपनीय सूचनाओं का रहस्योद्घाटन नहीं करना चाहिये।	<p>(अ) गोपनीय सूचनाओं के रहस्योद्घाटन से मुझे कोई आपत्ति नहीं होती है। <input type="checkbox"/></p> <p>(ब) मेरी सटीक चर्चाओं के कारण गोपनीय सूचनाएँ सदैव गोपनीय ही रहती हैं। <input type="checkbox"/></p> <p>(स) इस हेतु सचेत रहना चाहिये किन्तु मैं इसे गंभीर बात नहीं मानता/मानती हूँ। <input type="checkbox"/></p>

क्षेत्र	क्र. सं.	कथन	विकल्प
A	30.	अध्यापक को विद्यार्थियों को शारीरिक श्रम की महत्ता बतानी चाहिये।	(अ) इस हेतु मैं स्वयं आदर्श प्रस्तुत करता/करती हूँ। <input type="checkbox"/> (ब) मैं अपने कार्यों में इसे प्रमुखता तो नहीं देता/देती हूँ पर इसकी उपेक्षा भी नहीं करता/करती हूँ। <input type="checkbox"/> (स) मेरे अनुसार विद्यार्थियों को श्रम की महत्ता सीखना आवश्यक नहीं है। <input type="checkbox"/>
C	31.	अभिभावकों के साथ अध्यापक के संबंध सहयोगात्मक होने चाहिये।	(अ) मैं सदैव इस हेतु समर्पित रहता/रहती हूँ। <input type="checkbox"/> (ब) मैं इस हेतु कभी-कभी प्रयास करता/करती हूँ। <input type="checkbox"/> (स) मेरे अनुसार यह समय की बर्बादी है। <input type="checkbox"/>
C	32.	अध्यापक को अभिभावकों से विद्यार्थियों की उपलब्धियों व कमियों से अवगत करवाना चाहिये।	(अ) मैं इसे अपना कर्तव्य नहीं मानता/मानती हूँ। <input type="checkbox"/> (ब) अभिभावकों की उदासीनता के कारण मैं हतोत्साहित हो गया/गयी हूँ। <input type="checkbox"/> (स) मैं इसे सदैव अपना परम कर्तव्य मानता/मानती हूँ। <input type="checkbox"/>
C	33.	प्रभावी "पालक-शिक्षक संघ" निर्माण में अध्यापक को पहल करनी चाहिये।	(अ) मैं इसे व्यर्थ मानता/मानती हूँ। <input type="checkbox"/> (ब) मैं सदैव इस कार्य में पहल करता/करती हूँ। <input type="checkbox"/> (स) यदि उचित वातावरण उपलब्ध हो तो ही मैं पहल कर सकता/सकती हूँ अन्यथा नहीं। <input type="checkbox"/>
A	34.	अध्यापक को विद्यार्थियों को नागरिकों के अधिकारों व कर्तव्यों से परिचित करवाने का प्रबंध करना चाहिये।	(अ) इस हेतु मैं सदैव वचनबद्ध रहता/रहती हूँ। <input type="checkbox"/> (ब) मैं इस हेतु स्वयं को जिम्मेदार नहीं मानता/मानती हूँ। <input type="checkbox"/> (स) मैं इस हेतु केवल विचार करता/करती हूँ परन्तु वास्तव में इसका प्रबंधन कठिन है। <input type="checkbox"/>
D	35.	विद्यार्थियों के शत-प्रतिशत नामांकन हेतु अध्यापक को समाज के साथ सम्प्रेषण करना चाहिये।	(अ) मैं इस हेतु स्वयं की कोई जिम्मेदारी नहीं मानता/मानती हूँ। <input type="checkbox"/> (ब) समाज का असहयोगात्मक रवैया मुझे हतोत्साहित करता है, फिर भी मैं प्रयासरत रहता/रहती हूँ। <input type="checkbox"/> (स) मैं सफलतापूर्वक ऐसा सम्प्रेषण करता/करती हूँ। <input type="checkbox"/>

8 | Consumable Booklet of T R C S

क्षेत्र	क्र. सं.	कथन	विकल्प
E	36.	अध्यापक को प्रजातंत्र, धर्म निरपेक्षता व समाजवाद जैसी विचारधाराओं को प्रोत्साहित करना चाहिये।	<p>(अ) मेरे अनुसार इन विचारधाराओं के लिये प्रोत्साहन व्यर्थ के प्रयास हैं। <input type="checkbox"/></p> <p>(ब) इस हेतु मैं सदैव प्रोत्साहक की भूमिका का निर्वाह करता/करती हूँ। <input type="checkbox"/></p> <p>(स) मैं ऐसा करने पर विचार तो करता/करती हूँ। परन्तु विद्यार्थियों को प्रोत्साहित नहीं कर पाता/पाती हूँ। <input type="checkbox"/></p>
B	37.	विद्यालय में उपलब्ध संसाधनों का अध्यापक को समुचित उपयोग करना चाहिये।	<p>(अ) यदि मेरे पास इस हेतु कोई दिशा निर्देशिका होती तो मैं अवश्य करता/करती। <input type="checkbox"/></p> <p>(ब) मेरे लिये यह असंभव है। <input type="checkbox"/></p> <p>(स) मैं सदैव ऐसा ही करता/करती हूँ। <input type="checkbox"/></p>
B	38.	अध्यापक को सभी नामांकित विद्यार्थियों की शिक्षा पूर्ण होने तक उन्हें शाला में बनाये रखने की व्यवस्था करनी चाहिये।	<p>(अ) मैं इसे अपना कर्तव्य मान कर पूरा करता/करती हूँ। <input type="checkbox"/></p> <p>(ब) मैं इस पर विचार तो करता/करती हूँ पर फिर भी यह व्यवहारिक नहीं है। <input type="checkbox"/></p> <p>(स) मेरे अनुसार यह असंभव है। मैं इसमें कुछ नहीं कर सकता/सकती हूँ। <input type="checkbox"/></p>
D	39.	अध्यापक को बालिका शिक्षा हेतु समर्थन प्रदान करना चाहिये।	<p>(अ) मुझे लगता है कि समानता के इस युग में इसकी कोई आवश्यकता नहीं है। <input type="checkbox"/></p> <p>(ब) यह कार्य तो शासन का है, फिर भी मैं इस हेतु विचार करता/करती हूँ। <input type="checkbox"/></p> <p>(स) मैं सदैव ही ऐसा करता/करती हूँ। <input type="checkbox"/></p>
D	40.	अध्यापक को दलित वर्ग के विद्यार्थियों को शिक्षा हेतु प्रोत्साहित करना चाहिये।	<p>(अ) मैं इसे एक महान कार्य मानता/मानती हूँ। <input type="checkbox"/></p> <p>(ब) मुझे ऐसा कार्य व्यर्थ ही लगता है। <input type="checkbox"/></p> <p>(स) मैं इसमें विशेष दिलचस्पी नहीं लेता/लेती हूँ। <input type="checkbox"/></p>
F	41.	अध्यापक को अत्याधुनिक विकास/खोज व तकनीक के साथ-साथ चलना चाहिये।	<p>(अ) इस प्रकार के कार्यों हेतु मैं सदैव तत्पर रहता/रहती हूँ। <input type="checkbox"/></p> <p>(ब) यह सब व्यर्थ है। <input type="checkbox"/></p> <p>(स) यदि मेरे पास इस प्रकार की सूचना पहुँचे तो मैं उन पर विचार कर सकता/सकती हूँ। <input type="checkbox"/></p>

क्षेत्र	क्र. सं.	कथन	विकल्प
F	42.	अध्यापक को शिक्षण-अधिगम प्रक्रिया (Teaching Learning Process) में नवाचार करते रहना चाहिये।	(अ) मैं सदैव इस हेतु उत्साहित रहता/रहती हूँ। <input type="checkbox"/> (ब) यदि प्रबंधन अनुमति दे तो मैं भी इस हेतु विचार कर सकता/सकती हूँ। <input type="checkbox"/> (स) मुझे नहीं लगता कि इससे विद्यार्थियों को लाभ पहुँचेगा। <input type="checkbox"/>
F	43.	अध्यापक को सम्पूर्ण सत्र का कार्यात्मक नियोजन करना चाहिये।	(अ) मैं इस हेतु केवल विचार करता/करती हूँ। <input type="checkbox"/> (ब) मेरे सभी कार्य नियोजित रहते हैं। <input type="checkbox"/> (स) मैं स्वतः होने वाले कार्यों में ही विश्वास करता/करती हूँ। <input type="checkbox"/>
B	44.	सम्पूर्ण विद्यालय प्रणाली को प्रभावी बनाने हेतु अध्यापक को उच्चाधिकारियों को सहयोग प्रदान करना चाहिये।	(अ) यदि अन्य भी इस हेतु सहयोग करते हैं तो मैं भी सहयोग करता/करती हूँ अन्यथा नहीं। <input type="checkbox"/> (ब) मैं सदैव सहयोग हेतु तत्पर रहता/रहती हूँ। <input type="checkbox"/> (स) मुझे इन बातों में कोई रुचि नहीं है। <input type="checkbox"/>
D	45.	अध्यापक को सामाजिक सांस्कृतिक गतिविधियों के संगठन में पहल करना चाहिये।	(अ) मैं स्वयं को इस हेतु उत्तरदायी नहीं मानता/मानती हूँ। <input type="checkbox"/> (ब) यदि मेरे लिये यह संभव है तो मैं इसे अवश्य करता/करती हूँ। <input type="checkbox"/> (स) ऐसे कार्यों के लिये मैं स्वयं को वचनबद्ध मानता/मानती हूँ। <input type="checkbox"/>
B	46.	विद्यालय द्वारा जारी नीतियों के संवैधानिक नियमों व अधिनियमों का अध्यापक को समर्थन करना चाहिये।	(अ) मैं इसे अत्यन्त आवश्यक मानता/मानती हूँ। <input type="checkbox"/> (ब) मैं इस हेतु सिर्फ प्रयास में विश्वास रखता/रखती हूँ। <input type="checkbox"/> (स) मुझे लगता है यह जागरूकता किसी काम की नहीं है। <input type="checkbox"/>
B	47.	विद्यालय के वरिष्ठ अधिकारियों व सदस्यों को पर्याप्त मान-सम्मान देना चाहिये।	(अ) यदि वे मान सम्मान के योग्य होते हैं तो ही मैं उन्हें मान सम्मान देता/देती हूँ। <input type="checkbox"/> (ब) ऐसा नहीं करने का कोई प्रश्न ही नहीं उठता। <input type="checkbox"/> (स) मुझे लगता है ऐसा करने पर वे हावी होते हैं। अतः मैं उन्हें मान सम्मान नहीं देता/देती हूँ। <input type="checkbox"/>

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F	48.	अध्यापक को विद्यालय में समय का पाबन्द होना चाहिये।	(अ) मैं इसे परम आवश्यक मानता/मानती हूँ। <input type="checkbox"/> (ब) मैं इस हेतु केवल प्रयास ही करता/करती हूँ। <input type="checkbox"/> (स) मेरे अनुसार इसकी कोई आवश्यकता नहीं है। <input type="checkbox"/>
F	49.	अध्यापक को शाला से बिना अनुमति छुट्टी नहीं लेनी चाहिये।	(अ) कभी-कभी परिस्थितिनुसार ही इसका पालन नहीं कर पाता/पाती, अन्यथा मैं इस हेतु प्रयास करता/करती हूँ। <input type="checkbox"/> (ब) मैं सदैव इसका पालन करता/करती हूँ। <input type="checkbox"/> (स) छुट्टी लेना तो मेरा हक है, इसमें अनुमति लेने का प्रश्न ही नहीं उठता। <input type="checkbox"/>
F	50.	अध्यापक को व्यावसायिक समृद्धि हेतु प्रयासरत रहना चाहिये।	(अ) मुझे लगता है ऐसा प्रयास व्यर्थ की बातें हैं। <input type="checkbox"/> (ब) मैं प्रत्येक अवसर का लाभ लेने का प्रयास करता/करती हूँ। <input type="checkbox"/> (स) मैं इस हेतु केवल विचार ही करता/करती हूँ। <input type="checkbox"/>
F	51.	अध्यापक को व्यावसायिक संगठनों की सदस्यता लेनी चाहिये।	(अ) मुझे लगता है यह व्यर्थ है। <input type="checkbox"/> (ब) यदि वे उचित कार्य कर रहे हों तो मैं उन पर विचार करता/करती हूँ। <input type="checkbox"/> (स) मेरे अनुसार यह अति आवश्यक है। <input type="checkbox"/>
A	52.	अध्यापक को विद्यार्थियों के हितों को क्षति पहुँचाने वाले विकल्पों को पहचानकर उन्हें दूर करने की जिम्मेदारी स्वीकार करनी चाहिये।	(अ) यह जिम्मेदारी प्रबन्धन की है अतः मैं इस हेतु जिम्मेदार नहीं हूँ। <input type="checkbox"/> (ब) इस प्रकार की जिम्मेदारियों का वहन कर मैं स्वयं को गौरवान्वित महसूस करता/करती हूँ। <input type="checkbox"/> (स) इन जिम्मेदारियों का निर्वाह तो करना चाहता हूँ, परन्तु इसमें आने वाली कठिनाईयाँ मुझे रोकती हैं। <input type="checkbox"/>
A	53.	अध्यापक को विद्यार्थियों के स्तर को ध्यान में रख कर संप्रेषण करना चाहिये।	(अ) मेरे द्वारा किया गया संप्रेषण सदैव विद्यार्थियों के स्तर का ही होता है। <input type="checkbox"/> (ब) मैं कभी भी इस पर ध्यान नहीं देता/देती हूँ। <input type="checkbox"/> (स) मैं कभी-कभी इस हेतु प्रयास अवश्य करता/करती हूँ। <input type="checkbox"/>

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C	54.	अध्यापक को विद्यार्थियों की बेहतर उपलब्धि हेतु अभिभावकों को भी दिशा निर्देश देना चाहिये।	<p>(अ) यदि वे उत्सुक होते हैं तो ही मैं प्रयास करता/करती हूँ। <input type="checkbox"/></p> <p>(ब) मेरे अनुसार बेहतर उपलब्धि हेतु यह अत्यन्त आवश्यक है। <input type="checkbox"/></p> <p>(स) मुझे लगता है कि इन सब का कोई असर नहीं होता है। <input type="checkbox"/></p>
E	55.	अध्यापक को संस्कृति के उचित घटकों के संरक्षण हेतु शिक्षण करना चाहिये।	<p>(अ) मैं सदैव इसे ध्यान में रखकर ही शिक्षण करता/करती हूँ। <input type="checkbox"/></p> <p>(ब) शिक्षण में यह स्वतः ही हो जाता है। इस हेतु मैं विशेष प्रयास नहीं करता/करती हूँ। <input type="checkbox"/></p> <p>(स) मुझे इन कार्यों में कोई रुचि नहीं है। <input type="checkbox"/></p>
F	56.	अध्यापक को भेदभाव रहित मूल्यांकन करना चाहिये।	<p>(अ) मैं इस पर विचार करता/करती हूँ। वास्तविकता में यह अति कठिन है। <input type="checkbox"/></p> <p>(ब) मूल्यांकन में भेदभाव हो जाना सामान्य बात है। <input type="checkbox"/></p> <p>(स) मेरे द्वारा किये गये मूल्यांकन में कभी भेदभाव नहीं होता है। <input type="checkbox"/></p>
D	57.	अध्यापक को सामाजिक कुरीतियों को दूर करने हेतु नेतृत्व प्रदान करना चाहिये।	<p>(अ) यह कार्य सामाजिक कार्यकर्ताओं का है, अध्यापकों का नहीं। <input type="checkbox"/></p> <p>(ब) मेरे अनुसार केवल अध्यापक ही उचित नेतृत्व प्रदान कर सकता है। <input type="checkbox"/></p> <p>(स) केवल गंभीर परिस्थितियों में ही मैं इस हेतु प्रयास करता/करती हूँ। <input type="checkbox"/></p>
E	58.	अध्यापक को विद्यार्थियों को राष्ट्रीय हितों के प्रति जागरूक बनाना चाहिये।	<p>(अ) मेरे अनुसार इस प्रकार की जागरूकता में अध्यापक के साथ-साथ परिस्थितियाँ अधिक महत्वपूर्ण होती हैं। <input type="checkbox"/></p> <p>(ब) मैं सदैव इस हेतु समर्पित रहता/रहती हूँ। <input type="checkbox"/></p> <p>(स) इस प्रकार की भावनाएँ स्वतः जागृत होती हैं, इसमें मैं कुछ नहीं कर सकता/सकती हूँ। <input type="checkbox"/></p>